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ABSTRACT

This manual, based on procedures used in the PEECH (Precise Early Education for Children with Handicaps) Project, is designed to aid classroom teachers of preschool handicapped children. Chapter 1 discusses planning time and space and presents the essential elements of a PEECH daily schedule. Chapter 2 defines and states the purpose of classroom assessment activities. Classroom assessment instruments are listed and copies of midyear and end of year reports are provided. Chapter 3 identifies and discusses the legislatively required components of individualized educational programs (IEPs). A 4-stage process for developing IEPs is pointed out. Use of child assessment data to identify the child's needs and present performance is emphasized. A sample completed IEP form for one student in seven instructional areas is given. Chapter 4 provides guides to curriculum development. Task and goal analysis, lesson plans and presentations, and educational procedures for severely handicapped children are discussed. One bibliography of behavior principles, applications and manuals, and another of commercially available curricula for young children are appended. Chapter 5 surveys the characteristics and components of the PEECH recordkeeping system. Sample records are appended. Chapter 6 provides guides for behavior management, including ways to deal with inappropriate behaviors. A short, annotated and pricritized list of books on behavior management is offered. (RH)

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Merle B. Karnes and Associates

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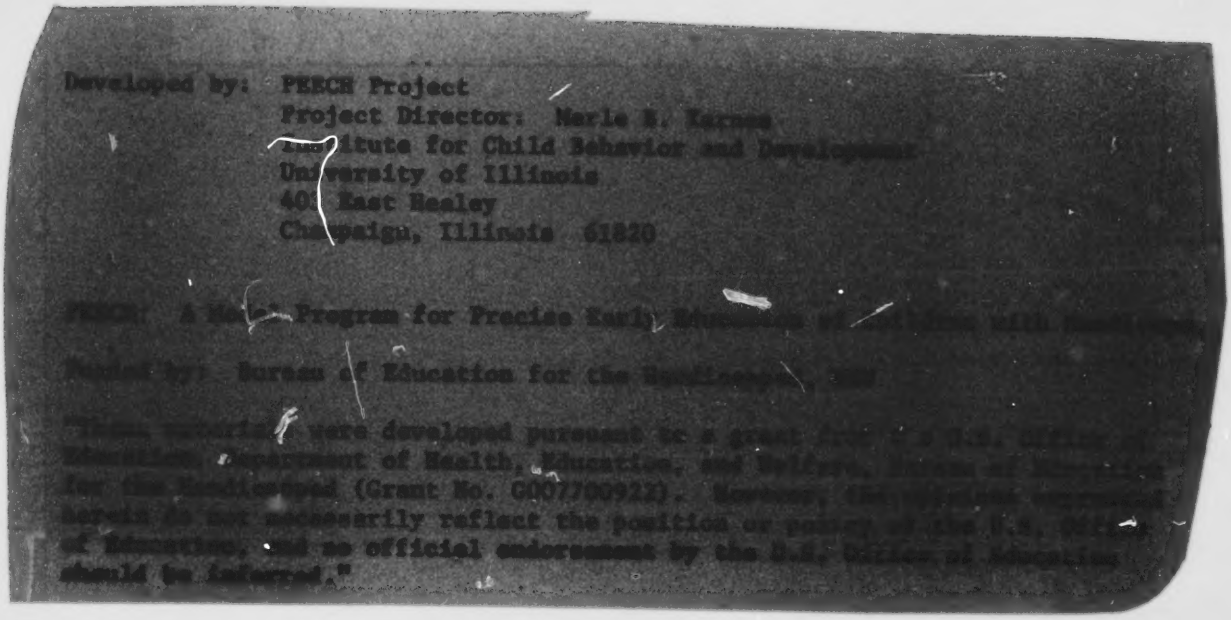

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PEECH: A Model Program for Precise Early Education of Children with Communication Disorders

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FOREWORD

In the fall of 1970, the Institute for Child Behavior and Development at the University of Illinois received a grant from the Federal Bureau of Education for the Handicapped (BEH) to develop and demonstrate a model program which was called "Precise Early Education for Children with Handicaps" (PEECH). The project is an extension of our work with preschool disadvantaged children during the 1960's. The first three years of the project focused on development and refinement of the model. The second three-year cycle focused on dissemination activities primarily in the state of Illinois. In November of 1975, the Joint Dissemination Review Panel confirmed that PEECH was one of seven programs which had had a significant effect on the children served and was therefore worthy of national replication.

Since 1976, PEECH has been providing technical assistance to public schools, Head Start, day care centers, universities, and private agencies interested in replicating the PEECH model. Although the PEECH model has been adopted and adapted by a variety of educational programs throughout the country, all programs follow eight basic principles. These principles are: 1) a carefully structured learning environment, 2) individualization based on stages of child development, 3) precision planning and evaluation, 4) a low teacher-pupil ratio, 5) emphasis on language development, 6) consistent use of positive reinforcement, 7) the use of paraprofessionals as teachers, and 8) the involvement of family members in the educational process.

A major outcome of the PEECH Project has been the completion of a variety of materials designed to aid classroom teachers and parents of preschool handicapped children. These materials have been compiled into two manuals--Classroom Planning and Programming and Family Involvement. These materials are applicable for use with preschool children as well as those who have special educational needs.

We are committed to the premise that the earlier we identify and program for children with handicaps, the greater the chances that each child will develop his or her true potential. Nationwide, programs for preschool handicapped children are developing and expanding. Hopefully the products developed by the PEECH Project will aid teachers who are beginning to serve, or who are striving to improve services to preschool children with special educational needs.

Merle B. Karnes, Ed.D.
Director of PEECH Project

ACKNOWLEDGEMENTS

Many individuals have contributed in a variety of ways over a period of several years to the development of the Classroom Planning and Programming manual. However, the concentration of effort which has culminated in the present manual began in the spring of 1976. The individuals listed below all made significant contributions to the development of the present product. Barbara Franke, Helen Kasley, Rebecca Cook, Mark Williams, Patricia Folland, Howard Rosen, Mark Domoto, and John Kosco were task force members who developed the original manual. The individuals responsible for revising and editing were Barbara Franke, Helen Kasley, Anna Marie Bergman, Charles Lee, and Marjorie Lee. In addition, Barbara Franke coordinated, supported, and encouraged all aspects of the development task and organized the material in the present manual. Alison Rosen designed the cover.

Many thanks to each and every person who had a part in developing and refining this manual. Hopefully, many teachers will find the information useful which will result in improved programming for preschool handicapped children.

Merle B. Karnes, Ed.D.
Director of PEECH Project

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INTRODUCTION

The first day of school is often an anxious time for both the teacher and the children. Careful planning done prior to the school year will help to make the first day, and the days to follow, more enjoyable and more successful. Two areas that need to be carefully planned prior to the first day of school are the daily classroom schedule and the arrangement of the classroom space.

When a child walks into the classroom, he should enter a space that was arranged with him in mind. The environment should be pleasant and attractive but not overwhelming. The classroom should promote a sense of security within the child and opportunity for success. Both security and success can be facilitated with a balance in the room arrangement and in the schedule.

The balanced room arrangement and schedule provide for work areas and activities, respectively, which give opportunity for quiet/noisiness, stationary/activeness, aesthetic/cognitive, and individual/group. The space and schedule should be arranged so that they encourage the behaviors the teacher expects or wishes to develop. If a goal of the teacher is to increase independence, the classroom arrangement should clearly define the purpose of each space and allow for easy access to materials and supplies. The schedule should have planned periods for individual, independent activites. A good plan will take into consideration the goals of the teacher and the needs of everyone using the space. A good arrangement will offer functional space for both the teacher and the children.

The environment the child enters on the first day is important. But of equal importance is what he experiences as the day progresses. It is important that the teacher has a framework for planning and implementing the educational program in order to set the desired environment and provide for the appropriate experiences. This is where careful selection of activities and planning of the flow of activities becomes critical. The daily schedule reflects the teacher's plan for providing the educational services.

A well-planned, balanced schedule will add to the teachers' feeling of confidence. This confidence will be reflected to the children; they will begin to rely on the consistent implementation of the schedule and on knowledge of what to expect each day.

Once the schedule is developed, the classroom environment must be planned to encourage implementation of the schedule. The classroom environment and daily schedule must complement each other. For example, a scheduled activity that includes gross movement requires substantial space and equipment. The transition from the previous activity and the established setting for the gross movement activity require planning for the flow of the events, the space relationships and for the behaviors/experiences of the children. A teacher who has a functional schedule which reflects the space requirement of the activities can coordinate the environment and the activities to suit the classroom purposes and the needs of the children.

An environment will be created that maximizes learning and has a positive effect on the children's behavior while they are in the classroom. A plan for

space and time is only worthwhile as long as it is effective. Consistency is important but changing and adapting is also part of life. Occasionally review the schedule and classroom arrangement. Be willing to change if change is warranted. Changes should not occur too quickly or too often, and are not usually disruptive if they do not involve complete reorganization. Always remember to prepare the children for any schedule changes and to actively involve them in the reorganization of the classroom environment. Once space and time are planned, the classroom staff can turn their efforts toward creating a warm and accepting atmosphere.

FACTORS WHICH INFLUENCE THE DEVELOPMENT OF EFFECTIVE SCHEDULING

There are many factors to consider in developing an effective schedule. The goals of the program and the needs of the children influence the types of activities provided and the objective of a particular lesson. The chosen activities and needs of the children require a variety of instructional groupings of the children for an effective program; therefore, attention must be given to the groupings for instruction. Other factors to be considered in planning a schedule include transition periods, the amount of preparation needed and the time required for it, time and space needed for implementation, and provision for flexibility to handle the unexpected.

Small Group Sessions

The daily schedule should allow for small group sessions. The length of a session should be determined by the attention spans of the children in the group. If the activity is fun and matches the abilities of the children, most children can attend to an activity for fifteen minutes. The length of a session may increase as the year progresses and as the children's attention spans increase. The objectives that have been established for each child in the group should be the basis for choosing and planning activities. A session may focus on language development, math, social studies or science concepts.

There are many reasons for using small group sessions as an avenue of instruction. One reason is that it allows the teacher to focus on the individual needs of a child in her classroom. She also has an opportunity for closer observation of child performance. The teacher can verbally interact more with each child in a small group than she can in a large group, and she can give the children immediate feedback more consistently. In a small group session it is easier for the teacher to establish and control situations for modeling and for learning.

A small group can allow each child more participation in the activity and fewer materials are needed for an activity. A child's interest may be held longer if he is actively involved throughout the session. Children who are inhibited may be less so in a small group; however, the opposite may be the case for other children. The teacher can more easily control the learning environment when working with a small group of children but the input from a particular child could be reduced if that child is overwhelmed with frequent stimuli and attention.

Small group sessions may be more effective at the beginning of the day. Some children are able to sit longer and are more attentive at that time. The reverse may be true as well. Some children need a period of time to settle and prepare them for the small group sessions. Plan the schedule with the children in mind.

Large Group Sessions

The daily schedule should also include large group sessions in which the entire class is involved in the same activity. For some activities, such as art or snack, it may be necessary to divide the class into two groups, although they will be doing the same activity. Other activities, such as music or story, can be done with all the children in one group. The objective for the activity during this session should be appropriate for each child. Modifications of expectations should be made for individual children in the large group.

Large group sessions are as necessary in a daily schedule as are small group sessions and there are skills and concepts to be learned from such a work arrangement. A child in a large group activity must develop patience and learn to take turns. Socialization is encouraged as the child learns to work as a member of a group. This is important for many situations the child will encounter as he matures. Large groups sometimes encourage a child to assume a leadership role and its responsibilities. A teacher will get more divergency of thought from a large group of children. Large group sessions may include music, story, directed play (art, cooking, water play), group meeting, and gross motor activities.

Independent Activities

Time should also be allowed for each child to explore the classroom environment and to engage in an activity of his choice. Such free time permits the children to interact in a situation that is not teacher planned and is less monitored. It is important for children to have the opportunity to interact on their own terms. Free time also allows for each child to develop and pursue interests which the teacher can then expand upon during small and large group sessions. Since arrival time is often staggered the beginning of the day is often an appropriate time for child-selected activities. Sometimes independent activities are follow-ups from small or large group activities and they can be both free time activities or guided lessons.

Alternating Small and Large Groups

Small group sessions are often more effective when they are alternated with large group activities. A large group session is not as demanding on individual children as is the small group session. This break is important for some children and helps prepare them for another small group session. The schedule should allow for both active and quiet involvement of the children. Children often need to be active between small group sessions.

Transitions

Transition periods are an important part of every schedule. The children should always know where to go for the next activity and what that activity will be. This is a perfect time to build enthusiasm and to set the mood for

the next activity. If the children have been active, the transition period should be used to calm the children, thus making them more receptive to instruction. Transitions may occur during separate periods throughout the day, or this preparation may take place during the last few minutes of an activity. The latter is the more common approach.

Activity Preparation

Due to a classroom's limited size, a particular space is usually used for several purposes. Therefore it is not possible for the teacher to set out all necessary materials at the beginning of the day. Some activities (e.g., cooking, papier mache) involve materials that cannot be left out for a substantial length of time. In such cases, a teacher and children can set up the materials and equipment just prior to the activity as a part of the activity. If the children cannot assist the teacher with the preparations, another teacher or aide should involve the students in an activity she can easily supervise without assistance.

ESSENTIAL ELEMENTS OF A PEECH DAILY SCHEDULE

Small and Large Groups

The factors discussed above must be considered in the daily plan for a PEECH classroom. A necessary element is the daily implementation of three small group sessions. The teacher-student ratio should never exceed 1:5. The model provides for a language-based approach to instructional planning. In order to facilitate language development one small group session must concentrate on the language process areas. The daily plan must also provide opportunity for the children to interact as a large group. The overall schedule must reflect a practical and effective plan that has considerations for the individual abilities and needs of the children.

Planning and Evaluation

In order to start the day prepared, to develop an educational program for each child in the class, and to evaluate both child progress and the schedule of activities, the schedule must permit sufficient time each day for planning and evaluation. This time should be built into the school day. At least one-half hour should be allowed prior to the children's arrival to discuss plans and duties for the day, to collect materials for lessons, activities, or projects, and to make any other necessary preparations. At least one hour should be allowed at the end of the day for cleaning up, for evaluation of the day, and for evaluation of the children's performance and progress. Problems that occurred while implementing the day's schedule can be discussed and decisions made on how procedures can be improved to make the classroom run more smoothly. Objectives and procedures established for individual children can be discussed in terms of the problems encountered or the success experienced. This time can also be used for recording child performance during small group sessions, reviewing the objectives established for the child, and for writing anecdotal records. Careful planning and evaluation helps ensure that the educational program is comprehensive and individualized and runs smoothly from day-to-day.

Following are two sample daily schedules that incorporate the considerations and criteria discussed above. The schedules have basically the same elements, but different formats.

Sample Daily Schedule #1

8:00 - 8:30	Preplanning
8:30 - 9:20	Arrival and Child-Selected Activities
9:20 - 9:30	Clean up and Group Time
9:30 - 9:45	Language Small Group Sessions
9:45 - 10:00	Snack
10:00 - 10:15	Math Small Group Sessions
10:15 - 10:35	Music and Movement
10:35 - 10:50	Social Studies/Science Small Group Session
10:50 - 11:15	Gross Motor/Outdoor Play
11:15 - 11:25	Rest Time/Story
11:25 - 11:50	Directed Play
11:50 - 12:00	Clean up and Prepare for Departure
12:00 - 1:00	Evaluation

Sample Daily Schedule #2

8:00 - 8:30	Preplanning
8:30 - 9:00	Arrival and Directed Play
9:00 - 9:20	Small Group I - Language
	Small Group II - Math
9:20 - 9:40	Music and Movement
9:40 - 10:00	Small Group I - Math
	Small Group II - Social Studies/Science
10:00 - 10:25	Gross Motor/Outdoor Play
10:25 - 10:45	Snack
10:45 11:05	Small Group I - Social Studies/Science
	Small Group II - Language
11:05 - 11:45	Child-Selected Activities
11:45 - 12:00	Clean up and Prepare for Departure
12:00 - 1:00	Evaluation

Comparison of Schedules

Schedule #1	Schedule #2
First activity is child selected.	First activity is directed play.
Small group sessions are 15 minutes.	Small group sessions are 20 minutes.
Teachers of each group are focusing on the same content/process area during the same time period.	Teachers of each group are focusing on different content/process area during the same time period.
Large group activities included in the schedule are: group time, snack time, music/movement, gross motor/outdoor play, rest/story, directed play.	Large group activities included in the schedule are: directed play, music/movement, gross motor/outdoor play, snack.
Allows for child-selected activities.	Allows for child-selected activities.
Allows for preplanning and evaluation.	Allows for preplanning and evaluation.
Last activity is directed play.	Last activity is child selected.

There are many combinations possible for a daily schedule. The teacher must look at all the alternatives and then establish priorities.

EFFECTIVE IMPLEMENTATION OF THE DAILY SCHEDULE

A daily schedule provides only a framework for the teacher to work within. Important extensions of the plan are: the activities chosen for each session, reinforcement of skills and concepts throughout the day, and movement from one activity to the next.

Planning Activities

Once the daily schedule has been developed, planning for the activities that will be implemented during each session must begin. The schedule provides the framework and the activities constitute the educational program. Activities must be planned for both small and large group sessions, and every activity should have a purpose. An activity may be designed to encourage verbal expression, or to promote social integration, or to develop the fine motor skill of cutting. The purpose should be related to an objective that has been established for each child involved in the activity. Goals and objectives are determined and <u>then</u> activities are planned to meet them.

All activities should be carefully planned. Large group activities should be designed to run smoothly. They may reinforce skills and knowledge emphasized in small group sessions; they may introduce new information. Use of the Large Group Planning Guide may be helpful (see Appendix I-A). In a small group, activities should be conducive to modifications so the needs of every child are met. Planning should include a behavioral objective for each child and an appropriate procedure. This information should be entered on the Daily Lesson Plan form (see Appendix I-A). Following the activity, a record of the child's performance should be made. When working with preschool children all activities should be fun. They should follow a game format and be interesting so that they hold the children's attention.

Reinforcement

An activity should always develop skills or knowledge that are specified in its objective. In addition, it can reinforce other skills and knowledge. This reinforcement and repetition is necessary for learning. A good schedule of activities will provide for reinforcement of things previously introduced. It is also necessary for the schedule to incorporate activities that provide practice in as many developmental areas as possible. The sample activities to be presented illustrate how many skill and content areas may be incorporated and reinforced throughout the day. Please note that while it is possible to incorporate math and social studies, or science content into every part of the day, this is not necessarily desirable. For example, if the science unit is animals, the children may count them in math, sequence them in language, and eat them during snack. However, the children and teacher may soon tire of that topic, and if that topic is discussed all day it might be at the expense of other important content. A teacher must be sure to incorporate and reinforce various skills and content, but she must do so judiciously.

Time Session	Procedure	Skill/ Content
Child selected activities 8:30 - 9:25	1. Choose own activity	1. Depends on activity
	2. May choose to interact with group or play by self	2. Social
	3. Clean up own materials when finished with each activity	3. Self-help
Group time 9:25 - 9:30	1. Children seated in circle and may share an object or information with the rest of the group	1. Social language
	2. Children go to the "circle" or "triangle" area for small group session	2. Math--shapes
Language 9:30 - 9:45	"Circle Group" - Visual Closure	
	1. Children count number of puzzle pieces	1. Math--counting
	2. Children put together simple animal puzzles	2. Language Fine motor

Time Session	Procedure	Skill/ Content
Language (Cont'd)	3. Children identify the animal in the completed puzzle	3. Science--animals
	"Triangle Group"--Visual Sequential Memory	
	1. Children identify plastic animal figures	1. Science--animals
	2. Teacher moves a sequence of animals out of a box "barn"; child will repeat sequence	2. Language
	3. Child will count animals in sequence	3. Math--counting
Snack 9:45 - 10:00	1. Two children will pass out cups and napkins	1. Math--one-to-one correspondence Social
	2. Each child pours own milk	2. Self-help Fine motor
	3. Each child takes four animal cookies	3. Math--counting
	4. Talk about the animals they chose	4. Language Science--animals Social
	5. Each child cleans up after self	5. Self-help
Math 10:00 - 10:15	"Circle Group"--Shapes	
	1. Children cut out shapes representing facial features	1. Fine motor
	2. Label each shape cut	2. Math
	3. Paste shapes onto a stryofoam cup to form a face	3. Fine motor Perceptual
	4. Label each facial feature	4. Social Studies--body parts
	5. Fill cup with dirt and plant grass seed which will become "hair" at it grows	5. Fine motor
	6. Discuss the care the plant needs	6. Science--plants Language
	"Triangle Group"--Counting	
	1. Ask how many members are in group; have child give each child in the group a circle	1. Math--counting Math--one-to-one correspondence Social
	2. Label the shape each child has	2. Math--shapes
	3. Explain each child's circle represents a ring at a circus; discuss	3. Language

Time Session	Procedure	Skill/ Content
Math (Cont'd)	4. Label animals that will be in the circus	4. Science--animals
	5. Child chooses what animal will perform in his ring; teacher suggests a number of animals for performance, each child having a different number	5. Math--counting
	6. Child makes show with animals in ring and explains to other children	6. Language Social
Music and Movement 10:15 - 10:35	1. Sing, "Someone's Wearing Blue Today"	1. Language--colors Social
	2. Sing, "Sammy" and move along with record	2. Language Gross motor Science--animals
	3. Sing, "Old MacDonald" using pictures	3. Language Science--animals
	4. "Hokey Pokey"--dance to record	4. Gross motor Social Studies--body parts
	5. "Five Little Monkeys"--finger play	5. Fine motor Language
Science 10:35 - 10:50	"Circle Group"--Identifying Animal Sounds	
	1. Children listen to recorded animal sounds and identify the animals	1. Language Science--animals
	2. Children find a picture of that animal	2. Language
	3. Children take turns running tape recorder	3. Social Self-help
Outdoor Play 10:50 - 11:15	"Triangle Group"--Same as above	
	1. Children put on coats themselves	1. Self-help
	2. Sitting in a group, children discuss zoo and animals in it	2. Language Science--animals
	3. One child pretends to be an animal in cage; other children throw him "food" (beanbag) to catch; repeat so each child is an animal	3. Gross motor Social
	4. Remainder of period children choose own activity on playground	4. Gross motor Social

Time Session	Procedures	Skill/ Content
Directed Play 11:15 - 11:50	1. Children find animal pictures in magazine and label	1. Fine motor Science--animals
	2. Children cut out pictures	2. Fine motor
	3. Children paste pictures on large sheet of paper to form a collage	3. Fine motor Social
	4. Each child counts number of	4. Math--counting Language (memory)
	5. Discuss collage	5. Language Social
Prepare for Departure	1. Children put on coats themselves	1. Self-help

Transitions

Smooth transition from one activity to the next will help the school day run more efficiently. This time should be used to help the children move from one area of the classroom to another. Without preparation, the children may very quickly be scattered throughout the classroom exploring materials and toys. Then much time is wasted in getting things picked up and the children back into a group. The teacher loses a sense of control, and more behavior problems may result. As well as telling the children where to go, the teacher should give directions as to what to do once there such as, "Sit down in a circle; Sit at the table; Stand by the door." Or, "Put on your coats." Transition time should also be used for letting the children know what the next activity will be. Examples are: "Go sit at the table for snack time; Put on your coats and line up by the door so we can go outside." Or, "Now it's time to sit by the piano for music." If the schedule is followed consistently, the children will soon be able to tell the teacher what may happen next. Transition time can also be used to build up excitement and curiosity about the next activity. The teacher may say, "There is a big box on top of the table with a surprise in it. Go sit down and then I'll let you peek into the box." Or, "I can't wait to eat snack today. It is something I love to eat. I bet you'll like it too." However, do not give a big build-up if it is not warranted.

There are many methods for moving children from one activity to another that can be fun while they provide practice of skills and knowledge. When moving from a large group to a small group activity, each child that is to move into one small group should be named; after they have all moved to the appropriate area, the second small group should move. The areas to which the children should go may be marked with a shape, color, or picture. Masking tape lines or silhouettes of feet may be placed on the floor for the children to follow. The children can hop, skip, or jump along the line. They can walk very quietly, walk backwards or walk on tiptoes. The children can pretend to be animals or to be driving a car. They may move as a train or a snake, or play follow the leader. Let the children use their imaginations and each move in a different way. If the whole group is often together in a circle, it may be outlined on the floor with tape for them to stand or sit on. Or, cutouts of bugs may be taped in a circle on the floor. There are many ways to help make transitions meaningful and fun!

Once the daily schedule has been developed, the next step is to plan the physical environment of the room. The classroom arrangement should complement the daily schedule. The following section discusses the development of an appropriate, effective plan for use of space.

FACTORS WHICH INFLUENCE DECISIONS IN PLANNING CLASSROOM SPACE

There are four features of the class and room which must be analyzed before the planning of space and environment can begin. They are the needs of the children, the needs of the teacher, the daily schedule, and the room's physical conditions (i.e., size, materials, and equipment). To assure that each classroom feature is well-defined elements should be listed. This list can serve as a reference throughout the planning process.

Children's Needs

The needs of the children will vary from classroom to classroom. The children's physical, emotional, cognitive, and motoric needs must be considered when planning use of classroom space. Most preschool children cannot reach above four feet. Consequently, shelves that store materials the children need to use should never exceed this height. Similarly, all the children's furniture should be of appropriate size and height. Learning should not be made difficult by inadequate furniture. The children's toilet needs also must be considered. It is best if there is a toilet and sink within the classroom. When this is not the case, space may be allowed for a portable toilet stool and pan of water, and the schedule may be adjusted to allow time throughout the day for going to the nearest toilet. The children need a space for hanging coats and storing hats, boots, and mittens. They also need a storage space for things they bring to school and for the things they make while at school.

Children cannot function in a room that is over-stimulating. Therefore, the room should be planned so that it does not overload them with stimuli. An uncluttered arrangement is also necessary for children who have difficulties with mobility. The placement of furniture in the room should not create obstacles for them. A minimum of stimuli is also important for children who have not yet learned what behaviors are expected while using materials and interacting with others in the room. As the year progresses, it may be appropriate to rearrange the classroom so it is more stimulating and allows for more independent movement and interaction with the environment. Safety of the children should always be an underlying factor in any decision made about the room arrangement.

Teacher's Needs

The teacher needs space that allows effective implementation of the educational program. This includes storage and work areas. The storage space should be readily accessible to the teacher, inaccessible to the children, and large enough to hold supplies, educational materials, reports, and the children's records. The work space should be comfortable and appropriate for planning, recording, and evaluation; it may require adult-size furniture.

Daily Schedule

The daily schedule will provide a basis for deciding what type of areas must be included in the classroom. When implementing a PEECH type schedule, there must be areas for two small group sessions that run simultaneously, an area for large group table activities, and an open area for large group activities. The classroom should be arranged to promote the educational goals the teacher has established for the children.

The following chart outlines potential learning areas, suggested furniture, and the type of materials appropriate for each area.

Area	Furniture	Materials
Language	Table and chairs, display shelf, overstuffed pillows, puppet booth	Books, catalogs, magazines, tape recorder, lotto games, puppets, feely box, pictures of rhyming words, puzzles, wooden and rubber zoo and farm animals
Math	Table and chairs, storage shelf	Flannel boards, flannel shapes, objects and numerals, objects for counting such as buttons, beads, bottle caps; papers and pencils; counting rods, rulers; measuring cups and spoons
Dramatic Play	Housekeeping furniture, (sink, stove, refrigerator, table and chairs, doll bed, ironing board, cupboard)	Ironing equipment; pots and pans, toy dishes, and eating utensils; brooms and dust pans; plastic food, dolls, kitchen utensils; dress-up clothes; discarded small appliances, (be sure they're safe e.g., toasters that don't heat) telephones; old jewelry; lunch boxes; doctor or nurse kit; toy tool chest; fireman props
Science	Table, chairs, storage and display shelf	Calendar, weather chart; nature objects, plants; fish, or other small pets such as a turtle or hamster; magnifying glass, magnets, and items made of iron, water table, compass, balloons
Fine Motor	Table, chairs, storage shelf	Puzzles, beads for stringing, peg boards, form boards, nesting boxes, small building toys, pencils, pens, paper, scissors, dressing skill dolls

Area	Furniture	Materials
Construction	Storage shelves, boxes or moveable storage bins	Blocks of all types, lincoln logs; trucks; rubber animals and people; traffic signs; toy buildings; hats for pilots, firemen, and engineers
Art	Table, chairs, storage and display area (best if placed near a sink)	Sponges, construction paper, paste, scissors, clay, crayons, watercolors, finger-paints, and paper, tempera paints, and storage jars, newspapers, aprons, pipe cleaners, felt tip pens, chalk, yarn, fabric scraps, paintbrushes, easels, food coloring, playdough, cookie cutters, rolling pin
Music	Storage shelf	Records, record player, musical instruments, tape recorder
Toy	Storage shelf	Beanbags; toy telephones; trucks; model store, garage, city, farm, rubber people, animals; sponge balls, puppets
Snack	Table, chairs, cabinet (best if placed near sink)	Hot plate, pots and pans, kitchen utensils, mixing bowls, measuring cups and spoons, small pitchers, paper cups and plates, napkins, eating utensils, dishcloth, towel, dishwashing liquid

Room and Materials

The last conditions that will influence decisions in planning classroom space are the size of the classroom, and the equipment and materials available. Obviously, these factors may place limits on decisions concerning the classroom arrangement. As the year progresses, the teacher can expand her resources by contacting individuals and groups in the community who may be willing to help purchase or build furniture and equipment. These contacts may also be useful when a piece of furniture or equipment needs to be altered to meet the needs of a particular child. Parents, service clubs, senior citizen groups, and high school shop classes can be invaluable resources to the teacher.

IMPORTANT CONSIDERATIONS IN PLANNING EFFECTIVE USE OF CLASSROOM SPACE

Boundaries

Once the needs and resources have been determined, the teacher is ready to plan the classroom arrangement. However, there are several things that are important to consider during planning. Every space should be well-defined. The boundaries and purpose of the space should be clear. This helps to keep the children from moving with materials into adjacent play areas. Blocks that are moved to the woodworking area may become full of nails and ones taken to the art area may become colorfully painted. Puzzle pieces may get lost if they are not kept in the designated area. Pathways should also be well-defined. Chaos can result if children need to pass through the housekeeping area to get from one place to another. Pathways should have fixed limits so the children have neither need nor option to move through an activity area.

Multi-Use of Space

Few classrooms are large enough to accommodate every activity in a separate area. Consequently, some areas must accommodate several different yet compatible activities. When planning, the teacher must consider which activities can be implemented in the same space at different times during the day. This is not difficult during teacher-directed activities; the teacher defines the use of the area by the activity she is implementing. It may not be as clear during child-selected activities. Some areas should not cause difficulty such as the construction, dramatic play, or language areas which are clearly defined. The area for small group sessions, the place for large group table activities, and the open area for large group activities may not have materials in them that clearly define a use of the space. When this is the case, the teacher has two options. First, materials such as paper, pencils, scissors, or clay can be placed on the table in the area for the children to use if they wish. The blocks and trucks may be stored near the large group open area which would provide a large enough space for building during the period for child-selected activities. The alternative is for those areas to be off limits during this period. This can be a workable arrangement if there is sufficient play space for the entire class elsewhere. This setup provides space away from the mainstream of activity, which can be used for private lessons when a child needs individual attention. When choosing your option, keep in mind that when a small space must accommodate many children behavior problems become probable. The more activities the areas offer per child the better. It will result in fewer disputes over materials. This requires less of the teacher's time for supervision and allows more time for extending and expanding on the children's interests and also for private lessons.

Noise

Consideration must also be given to the noise created when the children are engaged in activities. When all the children are engaged in the same activity noise is not a factor. However, when small group sessions are being held simultaneously, noise from one group can be very distracting to the other group. Consequently, the classroom should be arranged so there is as much distance between the small group sessions as is possible. It is also important

to consider noise as a distraction during the child-selected activities. Activities that tend to be noisy are woodworking, construction, and dramatic play. Language, science, and teacher-directed table activities need a more quiet area. The fine motor, science, and art areas tend not to be too noisy and are not disturbed by noise so they can serve as buffer areas. A good classroom arrangement will cluster the noisy activities and will place activities that serve as buffers between the noisy and quiet areas.

Supervision

The final area of concern is that of supervision. During teacher-directed activities, supervision is not difficult since the teacher has defined the activity and can give the children her attention during its implementation. Supervision may be more difficult during child-selected activities. A room that is easy to supervise will have areas defined by partitions over which the children cannot see, but which allow the teacher to see what all the children are doing. If during the child-selected activity period the teacher is working with one or several children, she should be seated so she can see all the other activities.

THE PLAN

Introduction

This section focuses on the development of two different classroom arrangements. Each arrangement is based on one of the daily schedules presented earlier. Two steps were used in developing these plans and should be followed whenever arranging a classroom. The activities that may use the same space at different times during the day were grouped and equipment needs of each activity were graphed. Then shapes were cut to scale to represent the furniture in the classroom and were rearranged on graph paper until the final plan was decided. During the development of the plan, consideration was given to: 1) the size of each activity area, 2) the use of storage units to define the space, 3) the noise factor during simultaneous activities, and 4) circulation.

Plan #1

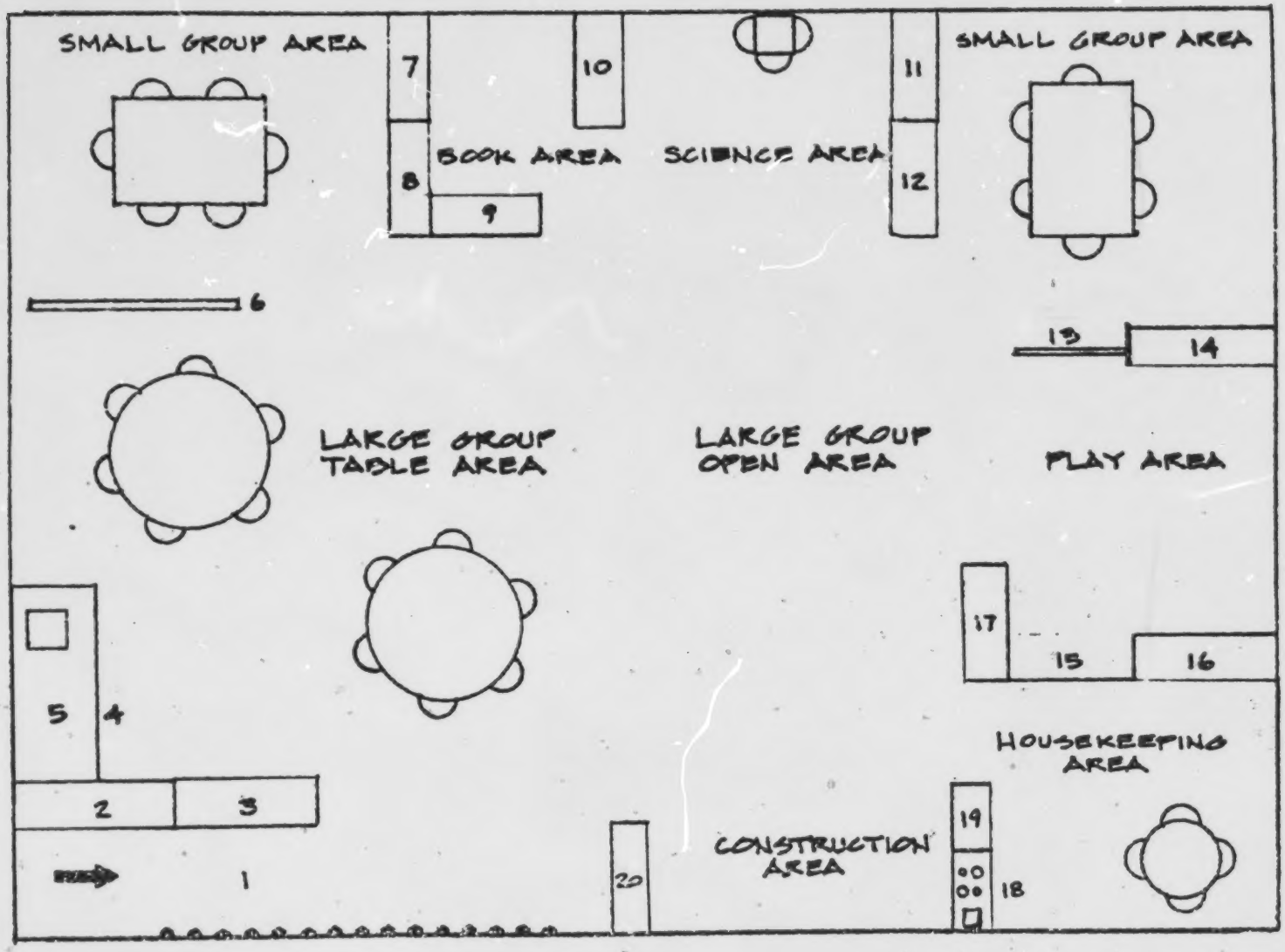
Following is the daily schedule upon which the plan is based, a chart of equipment needs and a floor plan of the classroom.

Plan #1, Daily Schedule

8:00 - 8:30	Preplanning
8:30 - 9:20	Arrival and Child-Selected Activities
9:20 - 9:30	Clean up and Group Time
9:30 - 9:45	Language Small Group Sessions
9:45 - 10:00	Snack
10:00 - 10:15	Math Small Group Sessions
10:15 - 10:35	Music and Movement
10:35 - 10:50	Social Studies/Science Small Group Sessions
10:50 - 11:15	Gross motor/Outdoor Play
11:15 - 11:50	Directed Play
11:50 - 12:00	Clean up and Prepare for Departure
12:00 - 1:00	Evaluation

EQUIPMENT NEEDS

EQUIPMENT	PREPLANNING and EVALUATION	ARRIVAL 6½' x 4½'	SMALL GROUPS Language, Math, Social Studies/ Science 9' x 6' GROUP I	SMALL GROUPS Language, Math, Social Studies/ Science 9' x 6' GROUP II	LARGE GROUP Music, Rest, Story, Gross Motor 10½' x 10½'	LARGE GROUP TABLE ACTIVITIES Art, Snack 15' x 12'	CHILD-SELECTED ACTIVITIES	Fine Motor	BOOKS 4½' x 4½'	Science 6' x 6'	Toy 6' x 7½'	Housekeeping 7½' x 7½'	Construction 7½' x 7½'
Table/child (4' x 2½' x 2")	Share large group table activity space using one table, two chairs and adult storage		1	1		2							
Storage/child (4' x 4' x 14"		1				1			2	2	2	1	1
Chairs/child			5	5		10				2		2	
Storage/adult child				1	1	1							
Storage/adult			1			2							
Chairs/adult			1	1		2							
Miscellaneous/child		coat hooks						Share Small Group II area using one table, five chairs, and child storage shelves				Toy sink, stove, cupboard, refrigerator, small table	


SMALL GROUP AREA
7
10
11
SMALL GROUP AREA
8
BOOK AREA
SCIENCE AREA
12
9
6
13
14
LARGE GROUP TABLE AREA
LARGE GROUP OPEN AREA
PLAY AREA
17
15
16
5
4
HOUSEKEEPING AREA
2
3
19
CONSTRUCTION AREA
18
20
1

Floor Plan #1

Discussion of Plan #1

Space Size

The size of the space was determined by the activity, the number of people using the space at any one time and the furniture requirements. Consideration must also be given to movement within the space. For instance, the music area requires much more space for movement than does the large group table area where space is only needed for moving chairs away from the table and for the teacher to walk around.

Storage

Storage units and furniture are used as barriers so each space is well-defined and has adequate storage space. In the arrival area coat hooks (1) and storage (2) for items the children bring to and take from school are necessary. The children's storage unit combined with the teacher's storage unit (3) for curriculum materials creates a barrier between arrival and the large group table area. The teacher's storage unit is used for all the curriculum materials she uses during small group learning sessions. In the large group table activity area underneath the sink is storage space for art supplies which are accessible to both the teachers and children. Above the sink (5) is the teacher's storage space for snack items and the notebooks containing the children's records. Also in that area are two pegboard dividers (6) for displaying art work or hanging it to dry. The dividers create a barrier between the large group table area and the small group area.

The small group area can be used for individual lessons during the period of child-selected activities. The area has a storage shelf (7) for the materials the teacher uses during small group lessons. At the beginning of the day the teacher gathers the materials needed for all three lessons (math, language, social studies/science) and stores them on this shelf. She may also place here additional materials in case a lesson goes more quickly than planned. Since this area will not be used during child-selected activities except for individual lessons, the materials will remain undisturbed.

The book area has two low book cases (8 and 9). They, together with the small group storage shelf, and the science shelf (10), create a small confined space. The second storage shelf for science materials (11) and the shelf (12) in the small group area divide these two spaces. This helps prevent the movement of science materials into the small group area. The top of the shelf in the small group area stores the teacher's materials for lessons and the bottom of the shelf stores fine motor materials to be used during child-selected activities.

The toy area is divided from the small group area by a storage shelf (14), and a divider made of pegboard (13) which is used for hanging puppets. It is divided from the housekeeping area by a second storage shelf (15) and a cardboard closet (16) used for hanging the dress-up clothes in the housekeeping area. In the music storage unit (17) is space for storing musical instruments and records. The record player may be set on top and the cord may be hidden under the adjacent shelves. The toy stove, sink, cupboard, and refrigerator divide the housekeeping and construction area. The shelf in the construction area (20) stores blocks and prevents the building activities from extending

into the arrival area.

Noise

Noise is a factor during the simultaneous small group sessions. These two areas should be placed apart so that the children in one group do not distract the children in the other. This is especially important when there are children in the class who have difficulty attending. In this plan the book and science areas act as buffers between the small group areas. Consideration must also be given to the noise factor during child-selected activities. The noisy activities (construction, housekeeping, and play) are grouped together. The book area is quiet and placed apart from the noisy activities, the science and fine motor areas serving as buffers.

Circulation

Circulation between teacher-directed activities is not a concern because it is monitored. It is a concern during child-selected activities. The areas used for child-selected activities are arranged so the children do not have to pass through any activity area in order to reach another.

The consideration--space size, storage, noise, and circulation--used in planning the first room arrangement are applied in the following arrangement. The major difference between the two arrangements is the use of space for the small group sessions. In the first plan each small group area is used by the same teacher for all three lessons of the day. At the beginning of the day she collects the curriculum materials she is going to use from a central storage cabinet. The following plan requires that the teacher move from area to area. The area she used depends on the content of the lesson. Each area used for small group lessons contains storage space for curriculum materials to be used by the teacher during lessons and a separate storage space for materials the children may use during child-selected activities. For instance, the math area may include the math lesson plans, number lotto cards, objects for counting, flannel board numerals, and other curriculum materials for the teacher. These materials are stored beyond the reach of the children and are used only during lessons. Stored at the children's level are additional objects for counting, rulers, a scale, and shape lotto cards. These materials may be used by the children during child-selected activities.

Plan #2

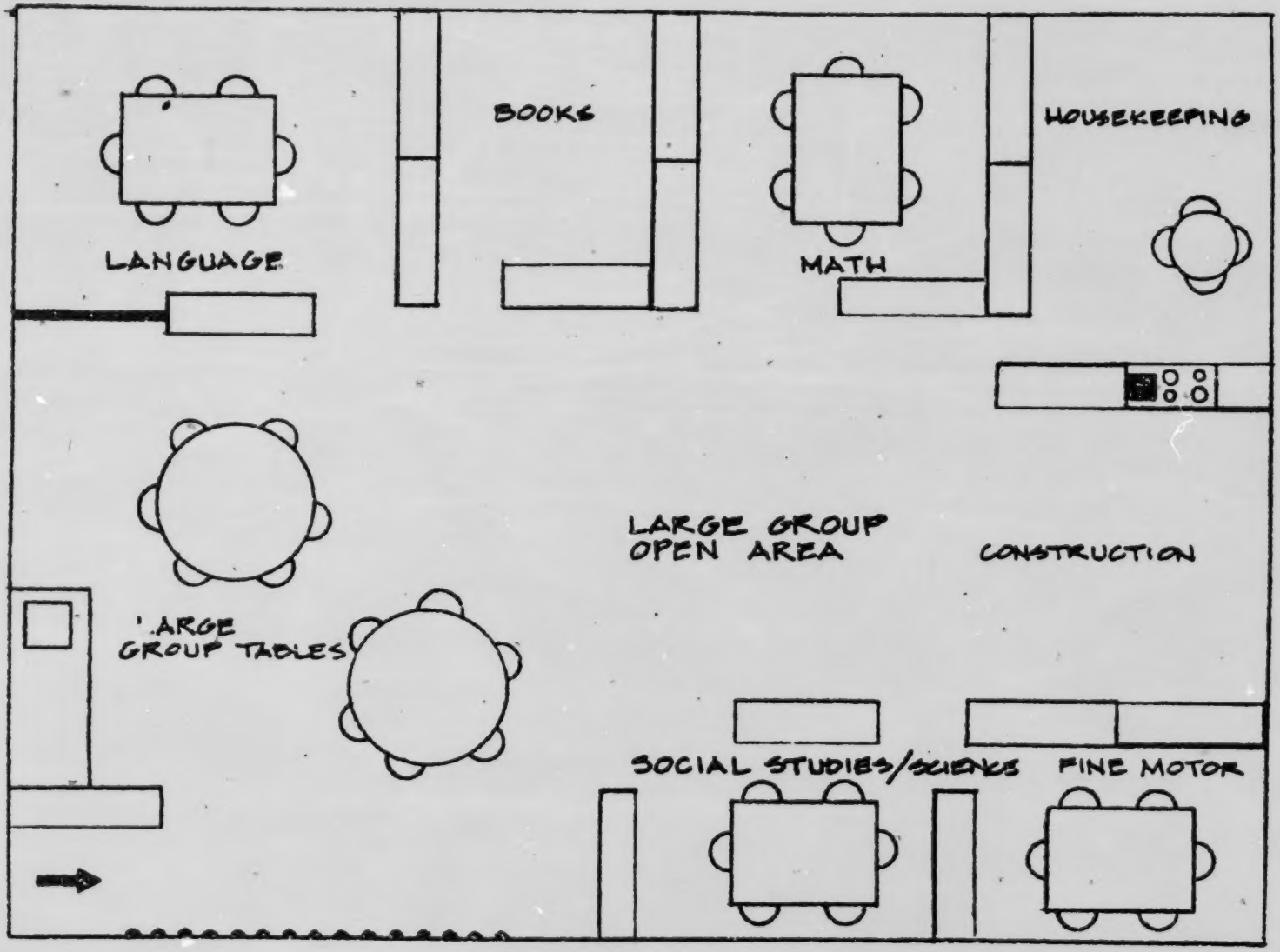
Following is an alternative daily schedule with a corresponding chart of equipment needs and floor plan.

Plan #2, Daily Schedule

8:00 - 8:30	Preplanning
8:30 - 9:00	Arrival and Directed Play
9:00 - 9:20	Small Group I--Language
	Small Group II--Math
9:20 - 9:40	Music and Movement
9:40 - 10:00	Small Group I--Math
	Small Group II--Social Studies/Science
10:00 - 10:25	Gross Motor/Outdoor Play
10:25 - 10:45	Snack
10:45 - 11:05	Small Group I--Social Studies/Science
	Small Group II--Language
11:05 - 11:45	Child-Selected Activities
11:45 - 12:00	Clean up and Prepare for Departure
12:00 - 1:00	Evaluation

Equipment Needs

	Table/child (4' x 2½' x 2")	Storage/child (4' x 4' x 14")	Chairs/child	Storage/adult child	Storage/adult	Chairs/adult	Miscellaneous/child
PREPLANNING and EVALUATION Share large group table activity space using one table, two chairs and storage above sink.							
ARRIVAL 3' x 12'		1					coat hooks
SMALL GROUPS							
Language 9 3/4' x 7½'	1		5		1	1	
Social Studies/ Science 6' x 7½'	1		5		1	1	
Math 7½' x 7½'	1		5		1	1	
LARGE GROUP Music, Rest, Story, Gross Motor 18' x 9 3/4'							
LARGE GROUP TABLE ACTIVITIES Art, Snack 13½' x 16½'	2	1	10	1	1	2	
CHILD-SELECTED ACTIVITIES							
Books 6' x 6'		2					Pillows
Housekeeping 6' x 9'							Toy sink, stove, cupboard, refrig., small table
Fine Motor 7½' x 2½'	1	1	5	1		1	
Science/Social Studies Math		1					Shared space with small group social studies/science area
Language		1					Shared space with small group math area
Construction 7½' x 7½'		2					Shared space with small group language area


LANGUAGE
BOOKS
MATH
HOUSEKEEPING
LARGE GROUP
OPEN AREA
CONSTRUCTION
LARGE
GROUP TABLES
SOCIAL STUDIES/SCIENCE
FINE MOTOR

Floor Plan #2

MATERIALS

Once the classroom furniture is in place, it is time to set out the materials. Display an attractive, good variety of educational play materials which are readily accessible for the children to select and use. Be certain the shelves or other forms of storage are uncluttered and nearby for easy child self-help. Some children will frequently exchange materials during the period as they lose interest in an activity. The manner of display and storage may directly effect the behavior which occurs during the children's play.

To protect rapport in the classroom, there are many preparational things to be done. See-through boxes or those covered with contact paper and baskets are attractive and useful for storing small items such as beads or counting rods. These handy little storage containers also make transporting the items from the shelves to the work area easier. Coding the materials with colors or shapes can assist the replacement in the designated spot of storage. In the process of getting and returning materials, the children have practice in matching. Large ice cream cartons covered with contact paper and placed under the children's coat hooks make great storage bins for boots, hats, and mittens. The cartons can be stacked to form a pyramid and used as mailboxes for the children. Many containers can be used for storage as long as they are sturdy and durable.

The specific materials required in a preschool program vary with the goals of the program and the needs, interests, and abilities of the children. Some teachers will prefer to have a large selection of reading readiness materials while other teachers will need to order more self-help, beginning developmental language or special materials. Remember to check your budget so that a decision can be made about what can be gathered or made and what should be purchased. Appendix I-B contains a suggested list of preschool materials and a list of preschool catalogs from which materials can be purchased.

APPENDIX I-A

LARGE GROUP PLANNING GUIDE

DAILY LESSON PLAN FORM

GROUP ACTIVITY PLANNING GUIDE

Date	Session	Activity Description

LESSON PLAN

Date_____ Group_____

Process Area/Content Area:_____

Group Activity:_____

_____

Individual Behavioral Objectives:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Materials:_____

_____

_____

Procedure:_____

_____

_____

_____

_____

Criterion Activity:_____

_____

_____

APPENDIX I-B

PRESCHOOL MATERIALS

CATALOGS CONTAINING PRESCHOOL
EQUIPMENT/MATERIALS

PRESCHOOL MATERIALS

Gross Motor

- masking tape
- rubber balls (8 1/2")
- sponge balls
- boards (2' x 4', 2' x 6')
- cotton rope (1/2" width)
- beanbag
- Indian clubs
- tricycles, small and large
- push cars
- wagon
- rocking boat
- mats
- Hippity-hop ball
- balance beam

Fine Motor

- blocks (wooden blocks, plastic lock-blocks--Lego, color cubes)
- puzzles and puzzle racks (with knobs, without knobs, wooden, rubber) (1/3 simple or single item, 1/3 5-8 pieces, 1/3 complex)
- beads and strings (small and large for stringing, pop-beads)
- nesting and stacking toys
- pegboards (large and small pegs)
- pounding toys (work bench; pounding boards, hammers and nails)
- shape sorters (wooden box, Tupperware shape ball, play chips)
- clay (commercial or dough)
- scissors (blunt and pointed, left and right handed, double handed)
- perceptual motor worksheets (teacher-made or Frostig Kit)

Cognitive

1. Language:
   - large sturdy pictures of people, actions, animals, foods, common objects
   - small picture cards for sorting and matching
   - flannel boards and flannel cutouts
   - box of common objects
   - books (extra large story books, multiple copies of books, story books, simple picture books)
   - sequencing cards and games
   - manikin (can be teacher-made or commercial--Peabody Language Development Kit)
   - play telephones
   - Lotto games, dominoes (can be teacher-made or commercial)
   - rubber people
   - rubber animals (zoo and farm)
   - puppets
   - wooden cars and trucks (small and large)
   - alphabet letters (tactile letters, capital and small letters)
   - dittoes
   - camera, film, flashbulbs
   - pocket chart

2. Math:

- geometric shapes, a variety of sizes and colors (attribute blocks)
- geometric shape insets or frames (teacher-made or commercial)
- counters (buttons, flannel cutouts, wooden cubes, macaronies, beans, etc.)
- tactile number cards (teacher-made with sand, sandpaper, fabrics; or commercial)
- sorting trays or boards (egg cartons, paper plates, or bowls, etc.)
- dimensional ordering materials (teacher-made or commercial materials graded by size, height, weight, length)

Social

1. Housekeeping corner:

- stove (can be made out of boxes)
- refrigerator (can be made out of boxes)
- cupboard
- small table and chairs
- pots and pans
- silverware
- dishes and glasses
- cooking utensils
- food containers (cartons, cans, etc.)
- plastic foods (fruits, vegetables)
- sponge
- dishcloth, dishtowel
- dishdrainer
- soap bottles
- tablecloth, napkins
- apron
- broom, rags, dustpan

2. Doll Center:

- dolls
- doll clothes
- doll bed (can be made from box)
- storage for doll clothes
- doll blanket
- small pillow
- mirror
- comb and brush
- baby bottles
- toothbrush
- baby food jars
- spoons
- diapers
- baby toys and books

3. Store:

- food containers (cartons, boxes, cans, bottles)
- cash register
- grocery bags
- play money (bills and coins)
- clothing for storekeeper
- cart

4. Dress-up:

- women's clothes (dresses, blouse, slip, hose, shoes, jewelry, glasses, hats, gloves, makeup, purse, rollers, hairpins
- men's clothes (suit, socks, shoes, shirts, ties, billfold, belt; jewelry--watch, glasses, tie clasp; uniforms and hats--doctor, mechanic, postman)
- mirror

5. Sand and Water Play:

- sand and water table or tub
- sand play toys (wooden shovels, funnels, small containers, coffee cans)
- water play toys (different size plastic bottles, funnels, sponges, strainer)

Self-help

- clothes to zip, button, tie and snap
- face towels, washcloths
- toothbrushes with cases, toothpaste
- combs, brushes
- extra clothes for each child
- individual bags for each child's extra clothing

Music

- bells
- drum
- sticks (can be made from broom handles
- triangle
- records (records by Hap Palmer, Pete Seeger and Ella Jenkins are especially good for pre-schoolers)

Art

- paintbrushes (thick and thin)
- paint smocks (old shirts)
- collage materials
- boxes of all sizes
- straws
- newspapers
- popsicle sticks, tongue depressors
- spools
- pieces of fabric
- paint trays and containers
- pieces of wood
- small paper sacks

Expendable Materials

- file folders
- mimeograph paper
- dittoes
- paper clips
- assorted rubber bands
- staples
- masking tape
- transparent tape
- clear contact paper
- liquid starch
- watercolor sets
- chalk
- markers
- primary pencils
- beginner crayons
- paste
- glue (small and large bottles)
- kleenex

Expendable Materials (Cont'd)

- scissors (pointed, blunt, left and right handed, double handed)
- newsprint, manilla or tagboard
- colored construction paper
- fingerpaint paper
- tempera paint
- disposable diapers
- paper plates, cups, bowls, towels, napkins
- plastic knives, forks, spoons
- lined paper for writing

Desk Equipment

- stapler, staples
- rulers, yardstick
- paper punch
- teacher's scissors
- tape, tape dispensers
- calendar
- date book
- paper for notes, envelopes
- dittoed lesson plan format and record keeping forms
- timer

CATALOGS CONTAINING PRESCHOOL EQUIPMENT/MATERIALS

The following is a partial list of catalogs that contain materials appropriate for preschool children.

Books and Records

Bowmar
622 Rodier Drive
Glendale, California 91201

- Best in Children's Literature
- Listening Time
- Manipulative Books
- Mother Goose Songs and Children's Songs
- Poems for the Very Young
- Primary Songs
- Primary Rhythms
- Songs for Children with Special Needs
- The Small Musician Series

Educational Activities, Inc.
P.O. Box 392
Freeport, New York 11520

- Early Childhood Albums (Hap Palmer)

Classroom Furniture

Childcraft Equipment Company
155 East 23rd Street
New York, New York 10010

- storage shelves and cabinets
- tables, chairs, cots

Community Playthings
Rifton, New York

- storage units
- tables and chairs
- sand and water table
- display cases
- cots

Cognitive, Language, and Social

American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014

- Peabody Language Development Kit
- The Duso Kit

Bowmar
622 Rodier Drive
Glendale, California 91201

- Bowmar Artworlds (visual perception, verbal expression, social)
- Bowmar Nature Series
- Early Childhood Series (self-concept, physical environment, and social interaction)
- Project Me
- What's Cooking

Milton Bradley Company
Springfield, Massachusetts 01101

- GOAL Math Kit
- GOAL Language Kit
- language skills
- science aids
- social studies aids
- math

General Preschool Materials

Childcraft Equipment Company
155 East 23rd Street
New York, New York 10010

- blocks
- manipulatives
- dramatic play
- housekeeping furniture
- woodworking
- sand and water play
- creative arts
- puzzles
- rhythms, music and sounds
- children's books
- discovering relationships
- infant toys
- language, math and science aids

Constructive Playthings
1040 East 85th Street
Kansas City, Missouri 64131

- sand and water play
- wooden transportation toys
- animal and farm set
- people and animal figures
- blocks
- housekeeping play
- make-believe play
- infant care

Constructive Playthings (Cont'd)

- manipulative play
- Fisher Price toys
- puzzles
- art supplies

Creative Playthings
Princeton, New Jersey 08540

- infant toys
- manual dexterity skill developers
- indoor/outdoor activity toys
- riding toys
- toys for social interaction
- family life role playing
- exploration toys
- building toys
- puzzles, visual motor coordination
- art and design
- mathematical and verbal concepts
- social and cultural exploration

Playskool, Inc.
A Milton Bradley Company
Des Plaines, Illinois 60018

- puzzles
- housekeeping, doll play
- safety and transportation toys
- construction
- blocks
- perceptual motor

The Instructo Corp
Paoli, Pennsylvania 19301

- flannel board manipulatives
- dramatic play materials
- kinesthetic math aids
- classroom mobiles
- bulletin board posters

Gross Motor

Community Playthings
Rifton, New York

- climbing equipment
- toddler tower
- variplay house gym and slide
- A-Frame climber and slide
- toddler stairs

Community Playthings (Cont'd)

- right angle climber and slide
- rocking boat
- rocking horse
- power shovel
- derick
- variplay triangle set
- workbench, tool cabinet and tools

Childcraft Equipment Company
133 East 23rd Street
New York, New York 10010

and

Creative Playthings
Princeton, New Jersey 08540

- indoor and outdoor active play equipment

Perceptual Motor

Developmental Learning Materials
7440 North Natchez Avenue
Niles, Illinois 60648

- gross motor development
- body concept development
- fine motor development
- visual perceptual
- auditory perceptual
- language development
- concept development
- social awareness
- visual-auditory integration

INTRODUCTION

In the past many early childhood/special educators have struggled with developing educational programs that filled the special needs of children in their classes. Typically, program decisions were based on incomplete and subjective information passed from a child's previous teacher, inconsistent and random classroom observation, and/or any tests which may have been administered. However, with the enstatement of Public Law 94-142 and an increasing accountability to parents, educators need information on each child which is practical, comprehensive, accurate, readily available and developed easily into individual education plans. A reliable classroom assessment tool fills this need. It can provide an educator with the means to systematically and objectively gather pertinent information which will define each child's strengths and needs and consequently become the first step in the instructional planning process.

This instructional planning process consists of six steps:

1. Assessing skill: Each child's present level of functioning is identified by gathering individual information through thorough and methodic classroom observation.

2. Setting goals: Having identified each child's level of functioning in all areas of development, the educator can choose and prioritize long-range goals. Those goals are derived directly from the results of each child's assessment and are an extension of his/her present level of functioning.

3. Planning individual education programs: When appropriate goals have been defined, one can task analyze those goals into sequenced objectives. Those objectives can be coupled with teaching strategies which use the child's strengths to attain the skills in an area of weakness. Consequently, an education plan emerges from each child's goals.

4. Implementing the individual program: After objectives and strategies have been developed from long-range goals, the staff creates and writes lesson plans and teaches daily lessons which include procedures that implement those strategies to achieve objectives.

5. Evaluating progress: By recording performance on daily objectives and by writing anecdotal records, the staff documents objective achievement. This information may be transfered to individual education plans and, thus, record goal achievement.

6. Continuing or adjusting teaching: On the basis of progress as indicated by daily record keeping information, staff can decide to continue implementing the present plan or adjust the plan by choosing new objectives and/or strategies.

DEFINITION AND PURPOSE

Why should an educator invest the time and energy toward administering a classroom assessment? This is a valid question and needs an answer. It has been established that in order to program correctly the educator needs a method for gathering information, needs specific information on each child, needs information which will lend itself to appropriate programming and needs to be accountable for that information. If assessment is truly functional, the definition should answer these needs. Education sees this definition to be: a systematic and objective observation and analysis of a child's skills and deficits to determine a basis for educational programming. This clearly indicates that the purpose of classroom assessment is to ensure that the educational programming for each child is designed with a minimum margin of error and complete accountability to parents, administrators, and legal concerns.

Taking the definition and purpose of assessment into consideration one can see that using an assessment tool in the classroom could be advantageous to the child, the educator, and the program.

When the teacher administers a classroom assessment there is less trauma for the child as he/she is being asked to respond in a familiar setting by a familiar person. Because the child is more comfortable, it is likely that the educator will observe a representative sampling of behaviors and, consequently, the assessment information will be accurate. Closely related to this is the fact that when an educator has assessed a child he/she is very familiar with the child's skills and will consequently have more spontaneous information at his/her disposal. This will simplify planning and enhance lesson presentation.

A good assessment tool is based on norms or developmental guidelines. This is advantageous because it analyzes each child's skills in relation to normal development. This information will clearly define areas of greatest need and help prioritize goals and sequence objectives. Thus, it will help define the thrust of each child's individual program. Educators will not be making decisions arbitrarily or in relation to the skills of other children.

The most reassuring factor about a good classroom assessment tool is that it offers an educator a systematic and methodic way of observing children. All areas of development are assessed so the information is more thorough. In addition, the educator can be assured that he/she is asking for the same sampling of behaviors of all children.

Another very important advantage in using a classroom assessment is the way in which it complements information attained through testing by psychologists or ancillary staff. Assessment results can confirm test results. It may even give additional or more specific information to supplement test results. Also, after a teacher has assessed a child, he/she may discover that there is an area of development which needs testing and has not as yet been examined.

ALTERNATIVE CLASSROOM ASSESSMENT INSTRUMENTS

Once a staff has decided that a classroom assessment instrument would be valuable to its early childhood program, it needs to examine some tools so that those which are appropriate may be considered for implementation.

To narrow the choices of assessment tools available a staff needs to eliminate those instruments which are designed to assess inappropriate age ranges and/or inappropriate areas of development. Below are some assessment instruments which are available for early childhood.

1. Behavioral Development Profile

   a. Address:
      Marshall-Powenshiek Joint County System
      9 Westwood Drive
      Marshalltown, Iowa 50158
   b. Age range: 0-6 years
   c. Areas assessed:
      - communication
      - social
      - motor

2. Carolina Developmental Profile

   a. Address:
      TADS
      625 West Cameron Avenue
      Chapel Hill, North Carolina 27514
   b. Age range: 2-5 years
   c. Areas Assessed:
      - fine motor
      - gross motor
      - visual perception
      - reasoning
      - receptive language
      - expressive language

3. Circle Preschool Individual Assessment

   a. Address:
      Circle Preschool
      9 Lake Avenue
      Piedmont, California 94611
   b. Age range: 12-72 months
   c. Areas assessed:
      - language
      - cognitive
      - gross motor
      - fine motor
      - self-help
      - social/emotional

4. KIDS Inventory of Developmental Scale

   a. Address:
      Dallas Independent School District
      Division of Developmental KIDS
      3700 Ross Avenue
      Dallas, Texas 75204
   b. Age range: 0-72 months
   c. Areas assessed:
      - gross motor
      - fine motor
      - cognitive/language
      - self-care behavior

5. Learning Accomplishment Profile

   a. Address:
      Kaptan School Supply Company
      600 Jonestown Road
      Winston-Salem, North Carolina 21703
   b. Age range: 1-77 months
   c. Areas assessed:
      - gross motor
      - fine motor
      - social
      - self-help
      - cognitive
      - language

6. Santa Clara Inventory of Developmental Tasks

   a. Address:
      Richard L. Zweig, Associates
      520 Richey Avenue
      West Collingswood, New Jersey 08107
   b. Age range: 2-7 years
   c. Areas assessed:
      - motor coordination
      - visual motor performance
      - visual perception
      - visual memory
      - auditory memory
      - conceptual development

7. SCOAP (Systematic Classroom Observation, Assessment Programming)*

   a. Address:
      Merle B. Karnes
      University of Illinois
      403 East Healey
      Champaign, Illinois 61820
   b. Age range: 0-6

*Not yet published

c. Areas assessed:
   - motor (fine/gross)
   - self-help
   - language
   - social
   - math

A staff may need to examine more specific factors in choosing the assessment instrument which would be most appropriate for its program. The following list may help a staff to identify and prioritize its needs so that the tool which most clearly fills those needs can be identified.

1. Which developmental area does it assess?

2. What age range does it assess?

3. What is the total cost?

4. Is it developmentally based?

5. How long does it take to administer?

6. Who is qualified to administer the assessment?

7. How much staff training time is necessary?

8. Should you administer this individually or in groups?

9. What equipment or materials are needed to administer it? (Other than materials found in classroom?)

10. How much extra classroom time is needed to prepare for one day's assessment?

11. Is the recording system practical?

12. Can the results be easily adapted into information used in program planning?

13. Do the results express both strengths and needs?

14. Are the results easily interpreted to parents?

15. Can it be used for ongoing assessment?

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Cattell Infant Intelligence Test (Stanford-Binet 30 mos. +)

Denver Developmental Screening Test

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Gesell Developmental Scale

Hurlock, Elizabeth, Child Development, McGraw-Hill Book Co., New York, 1956.

Merrill Palmer Scale

Sheridan Developmental Scale

Slosson Intelligence Test

Vineland Social Maturity Scale (including Verbal Language Development Scale--extension of Vineland)

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MIDYEAR REPORT

Child's Name: School District:

Birthdate: Classroom:

Chronological Age: Teacher:

Entry Date: Date of Report:

I. FINE MOTOR

A. Entering Behavior:

When _____ came into the program, he demonstrated age level abilities in bilateral coordination (clapping with music, holding paper with one hand while drawing with the other) and directionality. (He was able to draw vertical and horizontal lines and a cross.) _____ had some difficulty with arm-hand and eye-hand coordination and finger control; his movements in fine motor activities such as block building, pegboard work, and drawing being unsure and a little jerky. _____ showed little hand and finger strength, most noticeably in his use of scissors.

B. Attainment:

_____ has shown some improvement in arm-hand/eye-hand coordination and finger control. His hand movements in block building, pegboard work, drawing, and similar activities have become steadier and smoother.

C. Presenting Problems/Needs:

_____ needs continued experience with activities requiring arm-hand/eye-hand coordination and finger control in order to enhance the development of these fine motor areas. _____ still lacks sufficient hand and finger strength to effectively handle scissors and would benefit from opportunities to practice cutting.

D. Planned Actions:

The teachers will encourage _____ involvement in fine motor activities during informal teaching. The teachers will be particularly alert for activities _____ may choose that can be expanded into opportunities to use scissors. The teacher would then provide a wide line for _____ to cut along and draw a "happy face" on his thumbnail to encourage him to keep his thumb up (with the "happy face" looking at him) while cutting to maintain the proper hold.

II. GROSS MOTOR

A. Entering Behavior:

At the time of his entrance, _____ was functioning at age level in gross motor activities involving bilateral coordination (use of both legs or arms at the same time such as in tricycle riding) and arm-leg coordination (as demonstrated by his ability to throw overhand). _____ has a good sense of rhythm and demonstrated normal endurance. He is, in fact, a very energetic boy. _____ was close to age level in force control (as involved in throwing and jumping) and flexibility. _____ displayed difficulty mainly in the area of balance--both static (balance while standing) and dynamic (balance while moving). He tended to shift weight and feet frequently in order to maintain balance while standing, and his walking and running form were awkward--his movements were not smooth or controlled and he would stumble and fall easily.

B. Attainment:

_____ sense of balance has improved--he is able to walk and run more smoothly, and he experiences fewer falls.

C. Presenting Problems/Needs:

Of major concern in the gross motor area is the continued development of _____ sense of balance--static and dynamic.

D. Planned Action:

It will be recommended to _____ parents that _____ be examined for occupational therapy by Dr. _____ and his developmental disabilities team at Mercy Hospital. At Colonel Wolfe School, the recreational therapist will work with _____ on the playground and suggest activities for use in the classroom.

III. COGNITIVE:

Math

A. Entering Behavior:

When _____ started school, he already had a good grasp of the concept of sets. He could make sets of identical and similar objects and by category; he could identify equivalent and nonequivalent sets. _____ was capable or ordering by size, length, and height. _____ could count meaningfully to six and could recognize the numerals one and two. _____ did not seem to have shape concepts other than that of a circle, however.

B. Attainment:

_____ knowledge of shapes has improved slightly. He can recognize and name square and triangle occasionally but not consistently when asked.

C. Presenting Problems/Needs:

_____ needs more experience with activities requiring shape recognition and the pairing of the name with the shape so that he will be able to identify the basic shapes: circle, square, triangle, rectangle and oval, and distinguish among them.

D. Planned Actions:

The job charts and any names, which are coded by shape, provide daily exposure to the basic shapes. There are numerous math materials and shape games available in the room which can be presented to _____. The teachers will watch for situations in informal teaching which would allow work with shapes, and then present the concepts to _____ for as long a time as he remains interested.

Language

A. Entering Behavior:

When he began school in October, _____ visual and auditory reception of ideas and information were good, and his verbal and manual expression of ideas and information were excellent. _____ can communicate quite clearly and well. _____ also demonstrated age level ability in visual association and sequential memory. He had no difficulty recognizing similarities and differences in objects and pictures or in reproducing patterns or pictures, objects, letters from memory. _____ did experience difficulty with auditory association and sequential memory. He could not perceive same and different relationships presented verbally, and he was occasionally unable to repeat words or ideas in the sequence they were presented verbally.

B. Attainment:

_____ has shown normal linguistic development over the three months he has been in school.

C. Presenting Problems:

_____ has demonstrated some difficulty with auditory association and sequential memory; however, these are higher level language processes so such difficulty is not critical.

D. Planned Actions:

As _____ is enrolled in an open classroom, his teachers will have to be alert to activities he may choose that may be extended to provide practice of auditory association and sequential memory. There are a large number of language games and materials available in the classroom which can be used with _____.

IV. SELF-HELP

A. Entering Behavior:

_____ started school with the self-help skills normal for his age level. He was able to toilet and feed himself without assistance. In dressing, he required some help with buttons and zippers.

B. Attainment:

_____ is now able to button the bottom two buttons of his coat.

C. Presenting Problems/Needs:

With a little more practice, _____ should be able to button his coat all the way up.

D. Planned Actions:

The teachers will encourage _____ to button the top button of his coat himself.

V. SOCIAL/EMOTIONAL

A. Entering Behavior:

On his first day in the classroom, _____ demonstrated no separation anxiety or fear of new people and places whatsoever. He displayed great curiosity and enthusiasm in exploring the room. _____ almost flew from one toy or game to another as though he were trying to see everything at once. His participation in play activities was usually associative. _____ frequently took part in dramatic play, and showed great interest in what other children and the teachers were doing. _____ was easily distracted from what he was doing by what he could see and/or hear other children and the teachers doing. His attention span during structured and self-directed activities was very short.

B. Attainment:

_____ span of attention during structured activities has increased somewhat. He is attending better during daily group meeting, special programs, and field trips.

C. Presenting Problems/Needs:

_____ attention span during self-directed activities is still short. He has difficulty staying with an activity long enough to bring it to completion. _____ distractibility appears to be unaffected by teacher presence or by whether the activity was suggested by a teacher or chosen on his own.

D. Planned Actions:

A teacher will stay with or close to _____ as he is working on an activity, giving him encouragement and direction if he needs it and insisting that he complete whatever he has started. The teachers will gradually leave _____ more and more on his own with an activity until he can undertake and complete an activity or project without teacher presence.

END OF THE YEAR REPORT

Name:
Birthdate:
Chronological Age:
Entry Date:

Date of Report:
Teacher:
School District:

I. Descriptive Paragraph

_____ is an enthusiastic 6-8 year old child who has made great gains in the area of expressive language since the beginning of the year. _____ has been taught sign language and is expected to verbalize with each sign. Presently, she will verbalize without signs in many situations. Because of signing, _____ expressive language has increased to the present level of three, four, and five-word utterances. _____ has shown little frustration in communicating with adults and her peers. Being an independent child, _____ has enjoyed taking care of herself, but now she more easily espresses her feelings and indicates her interests. She has shown the greatest interest in playdough, waterplay, painting, record player, and cooking. _____ is able to select these activities and will remain on task with minimal teacher assistance. Teacher selected activities should be highly motivating in order to decrease _____ distractibility.

II. Developmental Areas

A. Fine Motor

The main areas of concern for _____ in fine motor have been spatial relationships, visual tracking, directionality, arm-hand coordination and eye-hand coordination.

_____ has shown the greatest progress in the area of spatial relationships. She now can imitate block structures even though she continues to have difficulty copying these structures. She also imitates shapes by drawing in cornmeal or sand with her finger. Using her finger _____ produces shapes with straight lines and sharp angles. However, she draws triangles and rectangles as rounded shapes when reproducing them on paper with a pencil. _____ also continues to accurately place objects in her environment when given prepositional directions. Even though visual tracking and directionality continue to be areas of concern, _____ has progressed to the point of tracking an object from left to right and top to bottom. She also is able to track a drawn line from left to right and reproduce the line in the same direction. _____ requires practice in these areas to consistently track a teacher's movement and decrease distractibility.

_____ arm-hand coordination improved to the extent that she can continue to cut along a thick nine inch line, but she does not draw a smooth circle using a whole arm movement.

_____ appears to exhibit limited progress in the area of eye-hand coordination. She does not cut along a thin line but rather cuts at an angle. She also continues to have difficulty stopping at the same point where she started originally. The fact that she does not make sharp angles when drawing shapes is an indication of difficulty in eye-hand coordination. However, her ability to make these sharp angles with her finger in the sand is an indication that there is some improvement in this area.

B. Self-help

_____, being an independent child, can be expected to take care of her eating, dressing and toileting needs. _____ zips and unzips her coat and pants, buckles her belt, buttons and unbuttons large buttons on her coat, pours from a small pitcher without spilling and uses utensils appropriately. _____ could use some assistance with starting her zipper tab and tying her shoes.

C. Language

Reception:

1. Matches identical and similar pictures and objects.
2. Matches color and shape from field of four.
3. Matches size from field of two.
4. Replicates three-part pattern given only pattern items.
5. Consistently follows preposition directions (on, under, in).
6. Repeats words intelligibly.
7. Points to objects named.
8. Inconsistently recognizes differences if using the word <u>not</u>.
9. Can recognize bizarre elements in pictures with verbal choices.

Association:

1. Can sort out identical items but needs to be reminded to find them all.
2. Can match common objects that go together from a field of three.
3. Could sort out items which are different if reminded to find all the things that are not like the _____ .
4. Can detect foolish statements about familiar topic (simple).
5. Can respond to convergent questions given visual clues.

Memory:

1. Can arrange two objects in order presented.
2. Cannot continue a two-part pattern even given auditory assistance.

3. Can follow a two-part direction in sequence.
4. Can repeat two words in order if given signs along with spoken words.
5. Can identify item removed from a field of two.

Expressive:

Manual: Can inconsistently pantomime daily situations (eating, sleeping, combing hair).

Verbal: See Speech and Language Report.

Comments: _____ receptive language has improved markedly since the beginning of the year. Even though her receptive skills are below age level, her receptive language is above her expressive language level. Lengthening her attention span would definitely improve her receptive language. When her reception has improved, she will be better able to organize the information and in turn increase her expressive language.

_____ comprehension, a major area of concern, has improved with the use of signing. _____ needs the combination of visual and auditory channels to properly process the information received. The tactile sense is a third channel which should be utilized in remediating _____ areas of need.

D. Math

_____ awareness of math concepts has increased since the beginning of the year. In the area of shapes, _____ is able to match, sort and point to shapes when named. _____ can point to big and long members but points out little and short members inconsistently. In the area of sets, _____ can make sets of identical members if reminded to look for all objects.

Comments: _____ math skills are emerging because of her increased cognitive language. As she becomes more proficient in this area, her math skill will continue to improve.

E. Social/Emotional

_____ has made great gains in the area of social development. Her greatest gains have been in the area of peer interaction. She now will approach a child to initiate interaction by saying the child's name or gently touching him. She fluctuates between parallel play and associative play in that she works next to a child and periodically interacts through manual or verbal means. She is also an active participant in group activities which is apparent when she suggests songs to sing in music and participates in meeting by asking questions (not always intelligible) and offering information about her possessions (usually one or two-word utterances). _____ has become more compliant to teacher direction. Whenever a teacher asks her to

do something, _____ will follow the direction with no physical assistance. _____ is not as distracted and can remain on task with limited reminders to look at materials. _____ fears have lessened since September. She will now feed the fish and gerbil without signs of fear. She will also try something new when her crying is ignored and she is forced to attempt the situation rather than avoid it.

Comments: Even though _____ attention span has lengthened, it continues to be increased in order to facilitate her learning. She also needs to continue development of interactions so she is capable of playing games which emphasize taking turns. Even though her fears have lessened, _____ needs continued exposure to new situations and to be expected to follow through with these situations.

General Comments:

Adjusting to a new learning environment appears to hinder _____ in exhibiting her highest level of functioning. It wasn't until midyear that she was exhibiting skills in areas which were reported as strengths at the end of last year. This may not be a concern if the signing is used with directions, thus increasing _____ comprehension.

III. Speech and Language

See End of the Year Speech and Language Report in child's file.

IV. Motor Therapy

_____ muscle tone appears normal although an increase in tone is seen whenever she is involved in physically active games or is excited. Some tightness of hamstrings and heelcords was noted. _____ demonstrates difficulty co-contracting muscles and righting reactions appear hyperactive. These appear to be factors contributing to her extremely poor balance, noted during movement as well as when she attempted standing on either foot. Generally, her movement patterns lack adequate trunk extension and rotation and appear poorly integrated. Dyspraxia, as demonstrated by _____ difficulty with planning movements to execute unfamiliar motor tasks, poor body awareness, and poor bilateral coordination, would tend to interfere with the development of age appropriate perceptual-motor skills. In addition, the ability to do visual-motor integration tasks is impaired by several factors, including poor coordination and oculomotor control.

Recommendations:

1. Use appropriate sensory stimulation and sensorimotor experiences to:

   a. develop tactile and vestibular functions.
   b. inhibit muscle tone, especially prior to physically active games.
   c. facilitate improvement in body awareness, using activities which provide strong tactile and proprioceptive input.

d. emphasize trunk rotation patterns of movement during gross body movement activities; encourage side-sitting whenever possible.
e. develop gross eye-hand coordination, bilateral and unilateral; stress directionality concepts.
f. facilitate oculomotor control, using visual tracking.
g. develop fine eye-hand coordination; examples are stringing beads in sequence, copying and imitating simple block patterns, copying simple pegboard designs, tracing around shape templates--these shouldn't be emphasized until sufficient improvement is noted in gross eye-hand coordination and body awareness.

2. Services of developmentally-oriented occupational and/or physical therapist for regular evaluation, and consultation with parents and teachers regarding therapy program.

V. Psychologist Section

See End of the Year Psychologist Report in child's folder.

VI. Needs and Recommendations

Needs:

1. Continued intensive speech and language therapy, using verbal-signed English approach to increase comprehension, complexity, and overall intelligibility of speech.
2. Phoneme-syllable sequenced drills to increase accuracy of articulator placement in connected productions.
3. Continued motor therapy with regular evaluation and consultation by development O.T., or P.T., to improve motor planning, to normalize muscle tone, to improve tactile and vestibular stimulations.
4. Language program to improve visual attending, terminology comprehension, visual sequential memory, auditory sequential memory.
5. Motor program to improve spatial relationsips, finger strength, coordination and ocular control.
6. Coordination of program personnel and parents on a regular and frequent basis.
7. Coordination of ancillary personnel and classroom in the area of motor and speech/language.

INTRODUCTION

By April 1975, when the Subcommittee on Select Education and the Subcommittee on the Handicapped began a series of legislative hearings in both Washington, D.C., and elsewhere across the country to extend and amend the Education of the Handicapped Amendments of 1974 (Public Law 93-380), the quiet revolution to win an appropriate education for every handicapped child had reached something of a crescendo. Over half of the states by that time had either been through or were in the process of going through litigation. Increasingly, parents of handicapped children and professionals were forming statewide coalitions to file and maintain lawsuits, to advance state and local policy, and to implement newly won policy directives.

Despite this momentum, however, these congressional committees learned:

- Over 1.75 million children with handicaps in the United States were being excluded entirely from receiving a public education solely on the basis of their handicap.
- Over half of the estimated 8 million handicapped children in this country were not receiving the appropriate educational services they needed and/or were entitled to.
- Many other children with handicaps were still being placed in inappropriate educational settings because their handicaps were undetected or because of a violation of their individual rights.

It became clear that, although federal and state judicial and legislative actions had brought about progress since 1970 toward providing appropriate educational services for children with handicaps, there remained a need for greater effort. The Congress decided this effort should take the form of legislation that would later be referred to as the "Bill of Rights for Handicapped Children." Approved by an 83 to 10 vote of the Senate on June 18, 1975, and a subsequent 375 to 44 affirmation of the House of Representatives on July 29, this historic bill was signed by President Gerald Ford on November 29, 1975. P.L. 94-142, the Education for All Handicapped Children Act, became law, and thus the quiet revolution to achieve the basic educational rights of all children with handicaps began to conclude.[1]

Descriptions of this comprehensive law can take many forms. At this time we are only going to concern ourselves with the topic which is of the most immediate concern to teachers--developing and implementing Individual Educational Programs (IEPs).

P.L. 94-142 requires that every handicapped child receive an appropriate education. This requirement translates to the need for individualized

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[1]Exceptional Children--October, 1977

education. The method chosen to advance toward individualized education was to develop an individualized educational program for each child in a special education placement. According to law, the IEP must be developed at the beginning of each school year and reviewed and revised, throughout the year if appropriate, but at least annually. If the child is already receiving special education services, a planning conference may be held in spring or summer, in order to comply with the regulation that IEPs are developed or revised by the beginning of the next school year. Another alternative would be to review the child's IEP on the anniversary date of program entry. Multidisciplinary teams and family involvement are subjects which also come into play in the development of IEPs . The components and their interrelating factors will be discussed in detail in the following section.

COMPONENTS OF AN IEP

According to P.L. 94-142, an IEP must include the following:

1. A statement of present levels of educational performance.
2. Annual goals.
3. Short-term instructional objectives.
4. Specified educational services to be provided, including the initiation date and anticipated duration of services.
5. Extent to which the child will participate in regular education programs.
6. Appropriate objective criteria, evaluation procedures, and schedules for determining at least annually whether short-term instructional objectives have been achieved.

Formerly specified (and reflected on our form), but no longer required by Federal regulations are the following:

1. The type of physical education program in which the child will participate.
2. Any special media and material which are needed.
3. A justification for the type of educational placement which the child will have.
4. A list of individuals who are responsible for implementing the child's IEP.

Present Levels of Educational Performance

A statement of present levels of performance may be defined as "a statement which describes what a child can and cannot do in as many of the following areas as are appropriate to the nature of the child's problems, including: academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills, and self-help skills."

Common sense dictates that one should summarize a child's present levels of performance in those areas which are relevant to the nature of the child's problems.

Annual Goals

The proposed Federal Rules require annual goals to describe the educational performance to be achieved by a child by the end of a school year. It is suggested that an annual goal be defined as "a statement which includes a cluster of related behaviors in a given area (academic, speech/language, self-help, prevocational and vocational, motor, or social behavior), which are appropriate to a child's needs and can reasonably be achieved by the end of the school year."

One of the most common questions teachers ask is, "How many goals should a child have?" There is no "right answer" as the number of goals a child should have depends upon his/her needs. A child who is speech and language impaired may have only one or two goals, both of which address the child's need to improve his/her speech. On the other hand, a child who has a severe mental impairment has a greater number of needs and hence, a greater number of goals.

Short-Term Instructional Objectives

The law requires that annual goal statements be accompanied by short-term instructional objectives. The proposed Federal Rules specify that short-term instructional objectives must be "measurable intermediate steps" between a child's present level of performance on a skill and the desired level as stated in an annual goal.

Short-term instructional objectives may be defined as "a series of statements (expressed as behavioral objectives) which represent measurable intermediate steps between a child's present level of performance in a goal area and the desired level as stated in an annual goal."

Goals and short-term instructional objectives are discussed in detail in the next section.

Services To Be Provided

The Federal law requires an IEP to contain a list of "the specific educational services" to be provided to the child including the projected date for initiation and the anticipated duration of such services.

The specific educational services needed by the child must be determined without regard to the availability of those services.

Individuals providing supportive services to a handicapped child are an integral part of the IEP process. Specific objectives shall then be established for each child who received "special education supportive services." The objectives which are written should logically be related to the child's annual goals which appear on his/her IEP. Therefore, individuals providing supportive services to handicapped children need to be involved in both the development and implementation of IEPs.

Participation in Regular Education Programs

Both the Federal law and the proposed Federal rules require an IEP to contain a description of the extent to which a child will participate in regular education programs. It is to be expected that many children with mild learning and behavior problems will be able to profit from regular education programs. Since some of a handicapped child's goals may be implemented in a regular classroom by a regular classroom teacher, it is of paramount importance that special and regular educators work cooperatively to ensure the successful implementation of a child's IEP.

The requirement to specify a child's participation in regular education programs has been interpreted to mean that an IEP should indicate whether a child will participate in regular education programs, and if so the type of programs in which the child will participate.

Objective Criteria and Evaluation Procedures

According to the Federal law and the proposed Federal rules, each IEP must contain "appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved."

This requirement need not be seen as a separate component of an IEP. If a child's implementers write measurable short-term instructional objectives and then directly measure a student's performance on those objectives, the requirement to objectively evaluate performance has been satisfied. While the law requires a minimum of one evaluation of performance on objectives per year, this provides too infrequent a measure of student performance. Measures of student performance should be taken frequently to determine if a child is making progress on short-term instructional objectives. While direct and daily measurement provides the most sensitive measure of a student's performance, it is strongly recommended that teachers at least measure student performance on objectives on a weekly or biweekly basis.

Type of Physical Education Program (Optional)

The proposed Federal rules require that an IEP contain a description of the type of physical education program in which the child will participate. In some cases, handicapped children can participate in regular physical education programs. In instances where this is not possible, some provision should be made to provide the child with a physical education program which is tailored to his/her needs. Physical education should be considered as an integral part of the total educational process and as such it should be included on a child's IEP.

NOTE: While typically not applicable at the preschool level, it can be viewed as the type of additional motor programming planned.

Special Media and Materials (Optional)

Special media and materials have been defined as a listing of "those media and materials which are unique, i.e., not typically used in regular classrooms, e.g., braille writers; and/or media and materials used because of, and in reference to, specific instructional objectives of the child, e.g., Language Masters" (Workscope for Special Media and Materials Committee, March, 1977). The committee on Special Media and Materials recommended the special media and materials be listed on a child's IEP next to the specific short-term instructional objective for which the media or materials are used.

Some school districts have found it helpful to list media and materials by name, author, publisher, level, and to indicate the dates on which the materials were used with a child. A brief statement as to the perceived effectiveness of the materials may also be included on a child's IEP. By noting the type and the perceived effectiveness of media and materials used by a child, the IEP becomes a complete record of the materials used by the child in his/her special education program.

This section can also be seen to include the teaching strategies and materials used on a regular basis so the IEP then reflects the total program planned for the child.

Justification for Placement (Optional)

The proposed Federal rules formerly required that a justification be provided for the type of educational placement which is selected for a handicapped child. Justification for placement has been interpreted to mean "a list of reasons why the particular placement selected for a handicapped child is seen as the least restrictive environment (in terms of contact with nonhandicapped children) in which the child can reasonably be expected to achieve the goals indicated on his/her IEP."

Identification of Implementers (Optional)

An IEP might contain a list of those individuals who are responsible for implementing a child's IEP. The list would include the names of the child's

teacher(s) as well as those individuals who will provide supportive services to the child. The names of each individual could be written next to the particular goal(s) which he/she will implement on the child's IEP.

It is strongly suggested that one individual be identified to monitor the overall implementation of the child's IEP. An IEP manager should be appointed at the multidisciplinary staff conference and the name of the IEP manager should be listed on the child's IEP. It is not necessary to hire individuals particularly to function as IEP managers. Any one of a child's implementers, or a member of the school's supervisory staff could serve as an IEP manager. In some districts, case coordinators are presently serving in the capacity of IEP managers. The function of an IEP manager is to coordinate the implementation of the IEP with a child's parents and the local school district. As a coordinator, the IEP manager could monitor the overall implementation of a child's IEP. As a liaison, the IEP manager could be available to discuss with the child's parents any minor revisions which must be made to a child's IEP during the school year. A logical choice for IEP manager might be the classroom teacher.

TIME-LINE FOR DEVELOPING AN IEP

A reasonable interpretation of the proposed Federal rules is that an IEP should be developed at the beginning of each school year and then reviewed and revised, as appropriate, but at least annually. If a handicapped child's IEP is developed at the beginning of a school year, it could be reviewed near the end of the school year. Under this system it would be possible to revise a child's goals, determine services, placement, and all other components of the child's IEP with the exception of short-term instructional objectives. The child's new teacher at the beginning of the next school year could then develop the child's short-term instructional objectives.

According to the proposed Federal rules a meeting to develop an IEP for a newly referred child must be held within 30 days of the determination that the child is handicapped or that the child will receive special education. According to the Federal law an IEP is to be developed in a meeting by:

1. A representative of the child's local education agency who is qualified to provide or supervise the provision of special education.
2. The child's teacher.
3. The child's parents or guardian.
4. The child, where appropriate.

The proposed Federal rules further clarify who may be the participants at the meeting by stating that:

1. The representative of the child's local education agency (LEA) must be other than the child's teacher and qualified to provide or supervise the provision of special education

2. The child's teacher includes those teachers special or regular, (or both) who will implement the child's IEP.
3. One or both parents.
4. The child, where appropriate.
5. Other individuals at the discretion of the child's parents or local education agency.

The intent should be to bring together those individuals with significant information about the child and those individuals who will provide special education and supportive services so that an IEP may be developed in cooperation with the child's parents.

The Federal law requires the participation of the child's parents in conferences to develop and to review/revise the child's IEP. Each local education agency should take steps to ensure parental participation at each meeting. Every effort should be made to schedule meetings at a convenient time and place to allow parents to participate in developing and reviewing/revising their child's IEP.

Provisions should be made to ensure that the child's parents can understand and participate in the multidisciplinary staff conference. In cases where a child's parents are deaf, or do not speak English, the local education agency should arrange for an interpreter to be present.

If neither parent can attend, the local education agency should explore other methods of securing parental participation, including individual or conference telephone calls. In cases where the parents are unwilling to attend, a meeting should still be conducted to develop and/or to review/revise the child's IEP. If neither parent attends the meeting the local education agency must document its effort to schedule a meeting by keeping records of:

1. Telephone calls made to the parents and the results of those calls.
2. Correspondence sent to the parents and response received from the parents.
3. Visits made to the parents' home or place of business and the outcome of those visits.

Following the multidisciplinary staff conference, for a newly eligible child, a reasonable period of time (30 days) should be given to allow the child's receiving teacher and other implementers to translate goals into objectives, determine the criteria to be used in evaluating performance on objectives, and to select any necessary media and materials.

In consideration of the fact that ample time must be provided to allow teachers time to translate goals into objectives and determine criteria to evaluate performance for students who are continuing in special education, a period of 30 days should also be given to a child's receiving teacher(s) at the beginning of the school year.

STAGES OF DEVELOPMENT

Stage I: Preplanning

The need for some preplanning on the part of local education agencies is necessitated by the fact that school personnel must be prepared to discuss the following with the child's parents at the multidisciplinary staff conference: the child's eligibility, present levels of educational performance, annual goals, needed supportive services, and placement. Some forethought is also needed to identify those individuals who will be responsible for implementing the child's IEP so that they may attend the multidisciplinary staff conference.

The purpose of the preplanning stage is to ensure that a local education agency has taken steps to review the child's case study evaluation, to examine the child's needs, to identify potential goals for the child and has considered placement and service options. The preplanning stage need not involve a formal meeting. By engaging in some preplanning, the multidisciplinary staff conference can be devoted to presenting program options to the child's parents and discussing goals and needed services to be provided to the child.

Stage II: Conducting the Multidisciplinary Staff Conference

Each local education agency has the responsibility of initiating and conducting conferences to develop and/or review/revise a child's IEP. At the multidisciplinary staff conference each of the following items should be discussed:

a. The child's present levels of performance in areas of concern.

b. Annual goals.

c. Amount and type of special education and supportive services which will be required to meet the child's needs and to implement his/her goals.

d. Extent to which the child will participate in regular education programs.

e. Type of physical education program in which the child will participate (no longer required).

f. Placement, including a justification for the particular placement which the local education agency recommends to the parents (no longer required).

g. The manner in which short-term instructional objectives will be developed, the method which will be used to measure student progress on objectives, and the schedules for determining the child's progress.

Each of the items to be discussed at the multidisciplinary staff conference are described below in detail.

Present Levels of Educational Performance

Statements of present levels of performance should be based on the assessment information collected as part of the case study evaluation or other testing (in the case of continuing students) which was conducted by the local education agency. Assessment information may include: achievement tests, diagnostic tests, criterion-referenced tests, informal inventories, and

observational data. Achievement test data may provide a general indication of a child's present levels of performance, but the results of achievement tests do not provide teachers with specific information on which to base instructional programs. Teachers find that they must go beyond the results of standardized achievement tests to adequately determine the skills which a child can and cannot perform.

Information obtained as part of assessing a child's performance can be used to identify a child's needs and to summarize a child's present levels of performance. Example I provides an illustration of the use of assessment information.

Example 1

Mike is a 4-year-old child referred for a complete evaluation because of a speech development lag noted in the community screening of all 3-5 year olds. Based on a case study evaluation, it was determined that Mike was eligible to receive special education. At the multidisciplinary staff conference to develop Mike's IEP, a member of the case study evaluation team described Mike's present levels of performance to his parents and to other participants in the following way:

1. Mike's general intellectual functioning level is approximately one year below age as evidenced by the Stanford-Binet.
2. Mike is functioning below age level in both receptive and expressive tasks as measured by the Peabody Picture Vocabulary Test.
3. Mike has little difficulty with gross motor tasks involving the lower extremities, but the McCarthy Scale showed his difficulties in fine motor tasks such as design copying.
4. Mike is reported by his parents to be an active child who has difficulty sitting still and playing with one toy for any period of time.

When describing a child's present levels of performance it is important to gear the explanation to the level of the parent's understanding. Technical terms and educational jargon should be avoided. The aim should be to clearly describe the child's performance so that all of the participants will have an understanding of what the child can and cannot do. Statements such as those listed above would be a clear interpretation of the present levels of performance as listed on the child's IEP. (Refer to sample IEP in Appendix III-A for the actual statements as they would appear on Mike's IEP.)

Annual Goals

Annual goals may be derived from comparing the child's needs based on his present level of performance in an area of concern with the desired level of performance. The way in which a child's needs may be translated into goal statements is provided in Example 2.

Example 2

Based on the information obtained in Example 1, Mike's planners would identify his annual goals as the following:

1. To increase receptive and expressive language development skills.
2. To increase attending behavior.
3. To improve fine motor skills.
4. To improve cognitive-verbal skills.

Amount and Type of Service

Following the identification of a child's goals, the planners should discuss the services which will be required to assist the child in meeting his/her goals. The discussion of services should result in the following decisions:

a. Type of supportive services to be provided.

b. Initiation data and anticipated duration of services for the current year. Care should be taken to emphasize to the child's parents that the amount and type of services to be provided are based on a projection of the child's needs and that they will be adjusted if the child's needs change.

c. The identification of each individual who will be providing supportive services to the child.

Participation in Regular Education

Once a child's goals have been identified, the planners should determine the least restrictive environment (in terms of interaction with nonhandicapped peers) in which the child can achieve his/her goals. While many handicapped children can participate in regular education programs, others with severe handicaps require intensive instructional programs in self-contained classrooms. Handicapped children who, due to the severity of their handicap, cannot participate in regular education instructional programs should be provided with the opportunity to interact with their nonhandicapped peers in less educationally structured situations, e.g., lunch, music.

Placement

Once a child's goals and needed services have been identified, and a determination has been made concerning the child's participation in regular education programs, the recommended placement should be discussed with the child's parents. A justification should be offered consisting of reasons why the recommended placement is viewed as the most appropriate setting in which the child can achieve his/her goals. The reasons should then be listed on the child's IEP. (Justification for placement is no longer required by federal law.)

Professional Development (Optional)

Based on information available on a child, it may become evident to involved professionals that they have an area of weakness which if strengthened would increase their skills in working with a particular child. For example, if a nonverbal child is being taught total communication, the teacher might feel a need to take a course in sign language or study the techniques used by the speech clinician in therapy.

Parent Contacts (Optional)

Allowing space on the IEP to indicate the date, type and result of parent contacts, while optional, may prove to be a professional safeguard. The purpose of this section would be to make notations when contacts were made with the family regarding the IEPs and goal changes. In the event that a parent relinquishes his/her right to attend a staffing or discuss a change in program, this contact record is proof of attemps made to inform the parent in lieu of their dissatisfaction with the program or the child's progress in the future.

Explaining the Further Development of the Child's IEP.

The child's parents should be informed that some time is needed to tranlate their child's goals into objectives and to determine how their child's progress will be measured. The local district may elect to provide access to the child's IEP by:

a. Mailing a copy of the completed IEP to the parents within 30 days following a multidisciplinary staff conference.

b. Holding a parent-teacher conference within 30 days of the multidisciplinary staff conference to explain the child's completed IEP.

c. Informing the parents that their child's IEP will be implemented within 30 days and placed in his/her temporary records and available to them at any time.

At that time, the parents should also be informed that their child's IEP will be implemented as planned unless it becomes necessary to change the child's goals, placement, or the amount of services to be provided. If a recommended change in placement occurs, the parents must be notified. The child's IEP manager or teacher may inform the parents concerning minor revisions to the child's IEP and keep them informed concerning their child's progress throughout the year.

The scheduling of the annual review conference may be explained to the parents so that they understand that their child's program will be evaluated and that they may participate in reviewing and revising their child's IEP.

Stage III: Completing the IEP

As a result of the multidisciplinary staff conference, the major components of the child's IEP will have been determined. What remains to be done is to translate the child's goals into objectives and determine the evaluation procedures and schedules for determining progress.

The annual goals defined at the multidisciplinary staffing are typically broad statements based on standardized testing, informal inventories and observational data. While this type of information may be a good indicator of the child's abilities, a teacher-conducted assessment would provide more relevant data for classroom programming. Therefore, an intermediate step could be suggested here before the annual goals are translated into objectives. This step may be viewed as short-range goals or long-range objectives. Let's look for an example at the annual goal which had been identified for Mike in the social/emotional area.

Example 3

Annual Goal: To Increase Attending Behavior

Upon the completion of a classroom assessment, the teacher found herself in agreement with this goal statement, but better able to define it and attempt to operationalize it. Based on her information she was able to conclude that the attending behavior of initial concern was in regards to task completion in a small group setting. Therefore, a short-range goal for Mike was defined as: Mike will concentrate on a task for twenty minutes.

By refining the annual goal statement, the teacher has simplified the task of translating goals into short-term objectives. Also, it has been made clear to the participants at a child's planning conference exactly what constitutes acceptable attending behavior for this child. By being specific about the desired behavior to be achieved, there is little room for misunderstanding a child's goals.

One of the most difficult task related to identifying goals is determining how narrow or global to make them. The aim should be to identify clusters of related behaviors which a child could be expected to master by the end of a school year. It is possible to group behaviors together in the areas of self-help, academics, speech/language, motor, and social behavior. A number of goal statements will be presented in order to illustrate how goals may be appropriately written.

Example 4

Inappropriate: Mike will order 5 objects by size
Mike will order 5 objects by length
Mike will order 5 objects by height

Appropriate: Mike will order 5 objects by size, length, and height

It is not necessary to separate ordering into three separate goals, given that the child can reasonably be expected to master a number of math skills in a year. Too much detail is unnecessary considering that a more precise description of the behaviors which are included in a goal are listed as short-term instructional objectives. Given that Mike can reasonably be expected to master more than ordering by size in a year, it is appropriate to group the three types of ordering skills together.

A considerable amount of judgment must be exerted in identifying a child's goal. First, care must be taken to select appropriate goals. Decisions related to appropriateness are the concern of all the child's planners, as goals reflect their expectations for the child. Second, goals should require change on the part of the child, but not so much change that the child could not reasonably be expected to achieve the goal by the end of the school year. Third, there should be a match between the child's needs and the number of goals which are developed. In determining a child's goals, planners should consider the attainment of a goal represents mastery of a number of short-term instructional objectives. Therefore, consideration must be given to allow sufficient time to be devoted to the attainment of each short-term objective.

Translating Goals into Objectives

Each person providing services to a child as indicated on the IEP should translate the goal(s) he/she will implement into short-term instructional objectives. The components of a short-term instructional objective include: (a) a learner, (b) an observable behavior, (c) the conditions under which the objectives will be performed, and (d) the standard or criteria which describes the minimum performance required to master the objective.

a. A learner:
An objective is written for a particular student, not for a group of students.

b. A behavior:
Each short-term instructional objective should include an observable behavior. The reason why objectives contain observable behaviors is to allow teachers to measure performance by objective means and to determine whether or not an objective has been achieved. Verbs used to describe behavior should be both observable and precise. For that reason, verbs such as to understand, believe, appreciate, know how, realize, or listen are not appropriate. Verbs such as to write, point, say, compute, or read orally are appropriate because they describe behavior which a student must perform in observable and precise terms.

c. Conditions:
A short-term instructional objective must also include the conditions under which the student will perform the behavior. Conditions specify what the student will or will not be given as he/she performs the behavior. It is important to specify the conditions in an objective, as a student's behavior may vary according to the conditions under which he/she is asked to perform a behavior. For example, a student who is initially learning to sort by color could be expected to perform very differently given objects that also vary in size.

d. Criteria:
A short-term instructional objective must also contain a standard or criterion which specifies the minimum level a student must achieve to master an objective. In specifying criteria levels, teachers must rely on their own judgment as to what constitutes mastery of an objective. Oftentimes, objectives are written which contain criteria requiring a student to perform at the desired level on more than one occasion, e.g., "at 60% accuracy for two days." This approach provides for some overlearning of a skill and guards against the possibility that a student's performance was influenced by chance factors.

One of the most important considerations in selecting a criterion is to choose one which matches the behavior to be demonstrated. If the aim is to improve accuracy, the criterion may be stated as a percent. Sometimes the aim is to improve the speed at which a student performs a behavior. In that case, the criterion would include the rate at which the student should perform the behavior. In some instances, to aim is to increase the length of time a student engages in a behavior. When duration is of concern, the criterion should include the length of time the student should engage in the behavior, e.g., "the student will stand, without assistance, for three minutes." In some cases, the aim is to have a student perform a chain of behaviors, e.g., toothbrushing, dressing, toileting. In those instances, the criterion might be stated as follows, "given a toothbrush, toothpaste, and a sink, the student will correctly brush his/her teeth on five out of six trials."

Several teachers in the IEP field test mentioned that they would find it easier to translate goals into objectives from the multidisciplinary staff conference to the first reporting or grading period. By not translating a child's goals into objectives for an entire year upon the completion of the multidisciplinary staff conference, teachers can avoid revising a set of objectives which appear to be appropriate at the beginning of the school year but becomes obsolete based on the student's performance. If goals are translated into objectives on a quarterly basis (or on a schedule consistent with grading or reporting periods), then teachers may continue to develop objectives throughout the year and report student progress to parents. If this system is adopted, then within 30 days of the multidisciplinary staff conference, only those objectives which are anticipated to be mastered prior to the first quarter (or grading period) need appear on the child's IEP. By continuing to translate goals into objectives for each successive quarter, the child's IEP should contain a complete listing of all short-term instructional objectives at the end of the school year.

After a child's goals have been translated into objectives by each of the child's implementers, each implementer could determine whether any special media and materials are required. The name of the special media or material would then be listed on the child's IEP next to the specific objective for which it will be used. In order to make use of the IEP as a total program plan, the implementers might also indicate the general types of materials to be used.

Once a child's goals are translated into objectives, what remains to be done is to specify the appropriate objective criteria, evaluation procedures, and schedules for determining progress on objectives. The easiest and most

direct approach is to simply require the child to perform the behavior under the conditions stated in the objective and then determine whether the child met the performance level stated as the criterion level in the objective. In some instances criterion-referenced tests may be used. However, there are far too few criterion-referenced tests available and in many instances none exist in particular goal areas in which IEPs may be written.

It is always possible to measure a student's performance directly on instructional objectives. This approach requires only that objectives are written in measurable terms and that either through a teacher-made test or by observation a child's performance is measured. Simply stated, if the objective required a child to spell ten words at 100% correct, the words could be presented on a tape recorder, and the teacher could correct the child's work to determine if the child had met the objective.

If direct measurement is used to evaluate performance, then some statement to that effect should appear on the child's IEP. It is strongly suggested that performance be measured frequently to determine if the child has mastered the objective or if a change in teaching techniques is warranted. Some teachers do in fact measure and record performance daily. In so doing, they use the data they have collected to guide them in their teaching and to make decisions concerning the effectiveness of their teaching techniques on student's performance on objectives. By taking direct measures and measuring performance on at least a weekly or biweekly basis, teachers can monitor a student's performance and adjust their teaching techniques to ensure progress.

Stage IV: Evaluating, Reviewing, and Revising an IEP

An annual review conference should be held to determine a child's progress on his/her current IEP and to revise it as needed for the coming school year. According to the Federal law a child's parents must be included in all meetings in addition to a representative of the local education agency, the child's teacher, and the child, when deemed appropriate.

INDIVIDUALIZED PROGRAM SUMMARY

Student's Name Mike Hunt BD 9/29/73

School District/School Cumberland/Woodley

Superintendent/Designee's Name Ralph Hamlin

IEP Manager's Name Joy Lee

Initial Planning Conference Date 8-22-77

Date for Review/Revision 5-15-78

Participants Ralph Hamlin, Joy Lee, Mr. and Mrs. Hunt, Don Smith, Jane Hart

PRESENT LEVELS OF PERFORMANCE

Academics:
General Intellectual Function (Binet)--3.6 years
Abilities: Picture identification, form discrimination, visual sequential memory
Deficits: comprehension, opposites, colors, expressive vocabulary
*VMI--2.10--scribbling stage

Speech/Language:
Receptive--3.10 years
Expressive--3.-3.5 years
Auditory comprehension--3-3.5 years
Understanding of questions--below age level

Motor:
McCarthy Scales of Children's Abilities
(Gross Motor Scale)--1.25 standard deviations below the mean for his age
Abilities: tasks involving the lower extremities
Fine Motor (2.10)--difficulty in design copying, scribbling

Social Behavior:
Difficulty with attending and remaining seated
Limited eye contact

Prevocational/Vocational:

Not applicable

Self-Help:
Toilets self independently
Pours from pitcher
Buckles belt
Undresses self

Placement:
Rural Champaign County Educational Cooperative--
Early Childhood Program

Justification for Placement:
Needs program to establish limits of behavior and to inhibit impulsive behavior on his own.
Needs structured language-based program

Extent of Participation in Regular Education:

Type of Physical Education Program:

*inappropriate behavior interfered with test results

SERVICES TO BE PROVIDED FOR CURRENT YEAR

Type	Initiation Date	No. Minutes Per Week	No. Weeks	Implementor
S/L	10-4-77	60	34	J. Hudson

PROFESSIONAL DEVELOPMENT

Research the Feingold Diet.

Needs assistance in setting up a behavior management program.

PARENT CONTACTS

Date	Type	Result
9-24-77	Multi-staffing	Early Childhood Program
10-20-77	Parents to school	Review IEP

AREAS OF EMPHASIS

Improve receptive and expressive language

Increase attending behavior

Improve fine motor skills

Improve cognitive-verbal skills

PARENT(S) SIGNATURES _____

HOME SCHOOL REPRESENTATIVE _____

INDIVIDUALIZED EDUCATIONAL PROGRAM

Goals and Objectives

Student's Name Mike Hunt BD 9-29-73 Manager Joy Lee

School District/School Cumberland/Woodley Implementors Joy Lee and Jane Hart

Instructional Area Social/Emotional Date 10/1/77

Goal Statement(s): 1) Mike will visually attend to a task for 20 minutes.
2) Mike will cleanup materials following activity.
3) Mike will share toys willingly.

Goal #	Behavior Sought/Objectives	Teaching Strategies/ Special Media & Materials	Success Criteria	Date Start	Date Accomp.	Evaluation Schedule
1.	Mike will visually attend to a task ... a) for 5-10 minutes b) for 10-15 minutes c) for 15-20 minutes	1. limit distractions when possible 2. provide physical & verbal reminders to stay with task 3. Reinforce verbally that he has started a task, is in process & has finished (fade out)	hands & eyes on task 95% of time on objectives a-c	a) 10-4 b) c)	a) b) c)	Biweekly
2.	Mike will clean-up materials following activity ... a) w/physical assistance b) w/several reminders c) w/one reminder d) w/o reminder	1. Give physical assistance when needed. 2. Give verbal cues when needed. 3. Fade out above. 4. Positively reinforce with verbal praise.	5/5 trials on objectives a-d	a) b) c) d)	a) b) c) d)	Biweekly
3.	Mike will share toys willingly ... a) w/adult b) w/adult & child c) w/child & verbal cue d) w/child w/o adult intervention	1. Model sharing & taking turns near Mike 2. Talk with group about sharing 3. Reinforce others that share	3/3 trials on objectives a-d	a) b) c) d)	a) b) c) d)	Biweekly

INDIVIDUALIZED EDUCATIONAL PLAN

Goals and Objectives

Student's Name Mike Hunt BD 9 /29 / 73 Manager Joy Lee

School District/School Cumberland/Woodley Implementors Joy Lee, Jane Hart

Instructional Area Language

Goal Statement(s): Date 10/1/77

(1) Mike will relate past experiences and simple stories to the class

Goal #	Behavior Sought/Objectives	Teaching Strategies/ Special Media & Materials	Success Criteria	Date Start	Date Accomp.	Evaluation Schedule
3	Mike will relate events... (a) from earlier in the day with teacher prompting (b) from earlier in the day without teacher prompting (c) from yesterday at school with teacher prompting (d) from yesterday at school without teacher prompting (e) that happened at home	Group meeting Story time Puppet show Dramatic play	2/3 times on objectives a and c 100% of the time when asked as a question by a teacher or child on objectives b, d, and e.	10/1/77		Biweekly - 77 -

85

80

INDIVIDUALIZED EDUCATIONAL PROGRAM

Goals and Objectives

Student's Name Mike Hunt BD 9-29-73 Manager Joy Lee

School District/School Cumberland/Woodley Implementors Joy Lee and Jane Hart

Instructional Area Motor (fine) Date 10/1/77

Goal Statement(s): 1) Mike will cut out pictures containing simple curves and straight lines
2) Mike will copy his name given "dot to dot" model

Goal #	Behavior Sought/Objectives	Teaching Strategies/ Special Media & Materials	Success Criteria	Date Start	Date Accomp.	Evaluation Schedule
1.	Mike will cut ... a) on a straight line b) on a curve c) a picture made up of straight lines (□△▯) d) a picture made up of curves (o ⌒ ⊂) e) a picture consisting of simple curves and straight lines	The following procedures will be used with each objective: 1. Helper scissors & fade out 2. Primary scissors (lefty) 3. Physical assistance as needed, accompanied by verbal cues 4. Fade out assistance then verbal cues	100% on line performance on objectives a-d e. allow no more than 2 deviations off line per trial	a) 10-4 b) c) d) e)	a) b) c) d) e)	Biweekly
2.	Mike will ... a) follow sandpaper name w/ finger w/o assistance b) draw name using stencil w/o assistance c) trace name using complete line model w/o assistance d) copy name using dot to dot model w/o assistance	1. Sandpaper 2. Stencil 3. Contact paper 4. Crayon, marker, primary pencil 1. Physical assistance as needed, accompanied by verbal cues. 2. Fade out assistance then verbal cues	95% accuracy on objectives a-d	a) 10-4 b) c) d)	a) b) c) d)	Biweekly

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INDIVIDUALIZED EDUCATIONAL PROGRAM

Goals and Objectives

Student's Name Mike Hunt BD 9-29-73 Manager Joy Lee

School District/School Cumberland/Woodley Implementors Joy Lee, Jane Hart

Instruction Area Math Date 10/1/77

Goal Statement(s): 1) Mike will make 1-1 correspondence groups w/numbers named 1-10.
2) Mike will order 5 objects by size, length and height.

Goal #	Behavior Sought/Objectives	Teaching Strategies/ Special Media & Materials	Success Criteria	Date Start	Date Accomp.	Evaluation Schedule
1.	Will make 1 to 1 object to numeral correspondence when named... a) numbers 1-5 w/model w/o assistance b) numbers 1-5 w/out model w/o assistance c) numbers 6-10 w/model w/o assistance d) numbers 6-10 w/out model w/o assistance	The following procedures will be used with each objective: 1) small objects 2) real models 3) pictures of objects Provide assistance and verbal cues as needed, fade out.	95% accuracy on objectives a-c 100% accuracy on objective d	a) 10-1 b) 10-11 c) 10-20 d) 11-5	a) 10-8 b) 10-20 c) 11-5 d) 11-23	Biweekly
2.	Will order objects by size... a) 3 objects b) 4 objects c) 5 objects Will order objects by length: a) 3 objects b) 4 objects c) 5 objects Will order objects by height: a) 3 objects b) 4 objects c) 5 objects	The following procedures will be used with each objective: 1. grossly different size objects 2. objects that have finer difference in size	a) 80% accuracy b) 90% accuracy c) 100% accuracy a) 80% accuracy b) 90% accuracy c) 100% accuracy a) 80% accuracy b) 90% accuracy c) 100% accuracy	a) 12-1 b) c) a) b) c) a) b) c)	a) b) c) a) b) c) a) b) c)	Biweekly

INDIVIDUALIZED EDUCATIONAL PROGRAM

Goals and Objectives

Student's Name Mike Hunt BD 9-29-73 Manager Joy Lee

School District/School Cumberland/Woodley Implementors Joy Lee and Jane Hart

Instructional Are Motor (gross) Date 10/1/77

Goal Statement(s): 1) Mike will throw ball from standing position and maintain upright posture.
2) Mike will throw ball and hit 12" target at a dis ance of 5 feet.

Goal #	Behavior Sought/Objectives	Teaching Strategies Special Media & Materials	Success Criteria	Date Start	Date Accomp.	Evaluation Schedule
1.	Mike will throw ball and maintain upright posture ... a) while sitting b) while kneeling c) while standing	The following procedures will be used with each objective: 1. nerf ball 2. bean bags 3. playground ball 1. Physical assistance provided as needed 2. Verbal cueing	5/5 trials on objectives a-c	a) 10-4 b) c)	a) b) c)	Biweekly
2.	Mike will throw ball and hit 12" target at a distance of... a) 1 foot b) 3 feet c) 5 feet	The following procedures will be used with each objective: 1. target on wall 2. target on floor 3. in combination w/other concepts in activities (i.e. throwing at shapes, numbers, on wall)	3/5 trials on objectives a-c	a) b) c)	a) b) c)	Biweekly

INDIVIDUALIZED EDUCATIONAL PROGRAM

Goals and Objectives

Student's Name Mike Hunt BD 9-29-73 Manager Joy Lee

School District/School Cumberland/Woodley Implementors Joy Lee and Jane Hart

Instructional Area Self-Help Date 10/1/77

Goal Statement(s): 1) Mike will feed himself using a fork & knife
2) Mike will use knife to spread
3) Mike will put shoes on correct feet

Goal #	Behavior Sought/Objectives	Teaching Strategies/ Special Media & Materials	Success Criteria	Date Start	Date Accomp.	Evaluation Schedule
1.	Will use fork & knife together to ... a) cut soft foods (bananas, dough) w/o assistance b) cut hard foods (lettuce, hot dog) w/assistance c) cut all foods w/o assistance	1. Making snack at school 2. Roleplay using knife & fork together 3. Encourage opportunities in the home 4. Verbal cues	80% accuracy on objectives a-c	a) 10-4 b) c)	a) b) c)	Biweekly
2.	Will spread butter/icing with a knife ... a) w/assistance b) w/o assistance	Same as above	covers majority of surface area w/butter/icing on objectives a & b	a) 10-4 b)	a) b)	Biweekly
3.	Will put shoes on correct feet ... a) w/assistance b) w/reminder c) w/o reminder	1. place shoes in front of correct feet 2. paper foot prints in front of locker 3. verbal/visual cues to point out difference in shape of shoes	4/5 trials on objectives a-c	a) 10-4 b) c)	a) b) c)	Biweekly

INDIVIDUALIZED EDUCATIONAL PROGRAM

Goals and Objectives

Student's Name Mike Hunt BD 9 /29/73 Manager Mary Jensen, Speech Pathologist

School District/School Cumberland/Woodley Implementors Mary Jensen, Joy Lee, Jane

Instructional Area Speech Hart

Goal Statement(s): Date 10/1/77

(1) Mike will maintain eye contact for one minute intervals during a therapy session
(2) Mike will spontaneously use the copula be in sentences

Goal #	Behavior Sought/Objectives	Teaching Strategies/ Special Media & Materials	Success Criteria	Date Start	Date Accomp.	Evaluation Schedule
1	Will maintain eye contact for one minute during a 10 minute period (a) every 10 seconds (b) every 15 seconds (c) every 20 seconds (d) every 30 seconds (e) every 60 seconds	100% reinforcement fixed time schedule	50% of the time during a 10 minute therapy session	10/4/77		Biweekly
2	Will correctly use the copula be in sentences.. (a) 1st person am stimulated (b) 1st person am unstimulated	100% reinforcement 50% reinforcement when presented with (a) object (b) picture	90% of the time during a 10 minute therapy session	10/4/77		Biweekly

INDIVIDUALIZED EDUCATIONAL PROGRAM

Goals and Objectives

Student's Name Mike Hunt BD / / Manager _____

School District/School _____ Implementers _____

Instructional Area Speech (page 2) _____

Goal Statement(s) Date _____

(3) Mike will correctly pronounce /s, l/ in the pre-vocalic position of words in sentences

Goal #	Behavior Sought/Objectives	Teaching Strategies/ Special Media & Materials	Success Criteria	Date Start	Date Accomp.	Evaluation Schedule
2	(c) interrogative reversal stimulated (d) interrogative reversal unstimulated			10/4/77		Biweekly
3	Will correctly produce /s, l/ in prevocalic position... (a) of words when stimulated (b) of words spontaneously (c) of words in sentences when stimulated (d) of words in sentences spontaneously	100% reinforcement 50% reinforcement when combined auditory visual clues	90% of the time during a 10 minute therapy session			

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INTRODUCTION

One of a teachers biggest concerns is selecting a curriculum--those activities used to change/enhance a child's behavior to reach goals and objectives. The activities may be implemented in the classroom, on the playground, on a field trip, on the school bus and in the home--the major characteristic being that it is a planned activity under the supervision of the teacher. These activities may be found in an activity book, a published curriculum kit or may be developed by the teacher. Regardless of the source of the activities, the needs of the children in the program should be the basis for their selection.

The following represent some common problems characteristic of handicapped children for which appropriate goals and objectives should be established and curriculum developed.[1]

1. Language--One area critical to the total development of the young handicapped child is language. Language development is important because it is highly related to successful academic achievement, to the facilitation of social interaction and to the development of an adequate self-concept. There is also some basis for the belief that language can promote motor development.

   Studies of children and groups of children often reveal deficits in one or more of the following language processing areas: reception, association, expression, sequential memory and closure. Frequently, patterns of deficits can be identified within groups of children. For example, many low-income children are weak in auditory association and verbal expression. Educational programming to meet the needs of these children must be directed toward the amelioration of these deficits.

2. Social Skills--Studies of the handicapped reveal data to indicate that the handicapped most frequently fail to be successful on the job because of inadequate social skills rather than lack of competency to perform the task. Weak language development, poor social models by parents, overprotection by parents and rejection by peers and members of the family are frequent inhibitors of the development of appropriate social skills.

3. Self-Concept--Handicapped children freqeuntly develop weak self-concepts. The development of a strong, positive self-concept is fostered when the child is able to interact successfully, but children who lag behind in language development have difficulty communicating their ideas to others. When a child is provided with learning tasks where success is possible and where feedback is available, he feels good about himself. Conversely, when he encounters a

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[1]Karnes, Merle B. and Zehrbach, R. R. Curriculum and methods in early childhood special education: One approach. Focus on Exceptional Children, April, 1973, 5, (2), 1-12.

preponderance of failures, his self-concept is undermined. Too often the handicapped child encounters failure because his teachers have not given due attention to what Hunt (1961) refers to as the match, that is, providing him with tasks compatible with his cognitive development so that he can interact with others and complete tasks successfully.

4. Self-help--A basic concern of parents and teachers of young children is that they develop self-help skills particularly in the areas of toileting, eating and dressing. Immaturity, inappropriate training techniques including overprotection, and consequent lack of opportunity appear to be the major reasons for handicapped children lagging behind in this area. Successful development of self-help skills determines to a large extent the amount of acceptance of the handicapped by others.

5. Motor Skills--Many handicapped children lack motor skills in one or more areas. Good control over one's body tends to enhance self-confidence. A child with poorly developed motor skills tends to feel inadequate and is reluctant to attempt activities requiring well developed motor skills. A child with poor motor skills is likely to have problems in the self-help area. He may hesitate to work and play with other children who are more skillful motorically even though they are his same age.

6. Cognitive Skills--The development of congitive skills influences all facets of the child's development. If he is retarded in cognitive development, he is usually retarded in other important facets of development--self-help, social, motor and language. Poorly developed cognitive skills is one major characteristic of the mentally retarded. Too often the handicapped child is given tasks more in keeping with his chronological age than his mental age. When this is the case, the handicapped child becomes frustrated and emotional problems may develop.

7. Lack of Understanding from Parents--Typically, parents of the handicapped have no preparation to understand or to cope with the problems of the handicapped child. They need guidance and support in learning the new techniques for fostering the development of their handicapped child. It is important that the school and the home combine forces and provide the child with a consistent and appropriate curriculum both in the school and in the home.

The best teachers are those who are able to develop curriculum to meet the needs of the children in their classes. It is unlikely that a teacher will find a published curriculum that will meet all the needs of the children although they are an excellent resource. Consequently, teachers must have the skills necessary for developing activities and for adapting existing activities so the goals and objectives established are met. A discussion of these skills and guidelines is contained in the two sections that follow: Task and Goal Analysis, and Planning and Presenting Lessons. The third section discusses techniques that are necessary for working with severely handicapped children and a bibliography of curriculum for young children is contained in the last section.

TASK AND GOAL ANALYSIS

Upon completion of the classroom assessment and the IPEs, the teacher will have a set of prioritized goals for each child. These goals represent a skill or knowledge within a broader developmental area, i.e., fine motor, gross motor, language, social, math and self-help. The goals may be divided into two categories: 1) specific easily definable skills you want the child to learn such as buttoning, walking up the stairs unassisted or using a pincer grasp when holding a crayon, and 2) broader less tangible goals which imply numerous activities such as correctly labeling a shape, visual discrimination or playing cooperatively with another child. In order to effectively teach towards these goals, it is necessary to first analyze them into all the component skills necessary for obtaining the goal. Each component skill may then become an objective.

The first step in analyzing a more specific goal is to list all the simple skills or tasks which make up that goal. This step can be accomplished in several ways:

1. You can observe a child correctly performing the task and note each step he takes.
2. You can observe an adult performing the task and note his steps.
3. You can observe yourself performing the task and note each step.
4. You can <u>think</u> through the task and write each step.

For example, the necessary steps for teaching buttoning to a child include:

1. locating both pieces of the garment,
2. pushing the button through the hole,
3. inserting the button through the hole,
4. spreading the button hole with the other hand,
5. grasping the button with one hand,
6. pulling the two pieces together, and
7. pulling the button through with the other hand.

The final step in analyzing this type of goal is to arrange these simple skills or steps in their proper order of occurrence. This is called chaining. In many cases, especially where the analysis is aided by observing the task, the listing of steps or objectives will have been done in the correct order, and all that remains is to check it over. Occasionally, when listing the component skills in a goal, you will find that you later think of a step you forgot, in which case it should be added to the sequence.

Once the goal has been alalyzed, sequenced, and the steps have been stated as objectives, the teaching of the skills begin. They may be taught in the order in which they naturally occur, or, added motivation can be gained by backward chaining. This technique is simply helping or demonstrating to the

child all the steps but the last to be done. When the child completes the last step "by himself," he experiences the success of having completed the task. The process is continued by teaching each succeeding step backward starting from the last, so that the child each time "finishes the task" by having done more of it each time.

For example, when teaching a child to zip his coat, begin by showing and helping with everything except pulling up the zipper from the middle to the top. As the teaching progresses, ask the child to pull the zipper from farther down, eventually asking him to engage the zipper and hold the coat together by himself. Whether you teach a task by backward chaining or forward chaining will depend upon the particular task as well as the particular child. When a child demonstrates he has learned all of the component skills by meeting each objective that comprises the goal, and can do them in the correct order, then it can be said that the child has reached the goal.

As mentioned earlier, some goals are not as easily definable as are, for instance, self-help goals. That children understand certain concepts, interact in certain ways, and exhibit certain work habits are also goals which teachers set for children. Since these goals can also only be reached gradually, step by step, it is important they too be analyzed. Knowing the shapes or being able to work independently of the teacher are not particular tasks which can be watched and then listed in sequential steps as can buttoning.

The first step in analyzing these goals is to list all of the specific skills a child must have in order to consider him having reached the goal. It is necessary to "operationally define" the goal in terms of what you want the child to be able to do. For instance, the goal "Jimmy will work independently of adults" might include the following objectives:

1. Jimmy will complete an activity with initial teacher assistance.
2. Jimmy will complete an activity with the teacher nearby.
3. Jimmy will complete an activity with occasional prompting.
4. Jimmy will complete an activity independently.

As with more specific skills, the first step is to break down the broad goal into objectives by listing all the skills which must be present in order for the goal to be reached. These objectives map out gradual steps which sequentially lead from the child's present level to the desired level.

When teaching toward these goals, care must be taken that the first steps the child must take are clear and simple and that complexity is increased gradually with each objective. For example, the goal "to know the circle shape" requires that the child: 1) be able to point to the circle in an assortment of shapes, 2) correctly say the name of the circle when shown him, 3) match the circle with other circles of various sizes and perspectives, and 4) find circle shapes which are embedded in pictures.

For <u>each</u> of these objectives, we find at what level, if at all, the child is performing. Let us assume the child cannot choose the circle even if the choice is between the circle and another completely dissimilar shape. Next,

we map out gradual steps which become objectives for lessons. The lesson objectives for teaching toward the broader objective, "to correctly point to a circle in an assortment of shapes," might be the following:

1. The child will indicate whether or not the shape named by the teacher is a circle.
2. The child will point to the circle given the choice of circle and another dissimilar shape.
3. The child will point to a circle when given a choice of the circle and two other dissimilar shapes.
4. The child will point to a circle in an assortment of many dissimilar shapes.
5. The child will point to the circle when given a choice of three shapes, one of which is similar to the circle (oval).
6. The child will point to the circle in an assortment of shapes which includes similar shapes.

To review this process, the teacher begins with a goal. First she decides what things the child must be able to do in order to determine that the child has reached that goal. These steps become objectives under the goal. Next, gradual steps are mapped out for each objective. These steps become the specific objectives for lessons, and the final proceeding is for us to teach towards these objectives.

By carefully mapping out where instruction is leading as well as specifying all the check points along the route, the teacher is ensuring that the children are progressing toward the goals establishing for them. Used wisely, goal analysis can be a very useful tool in making teaching more effective.

PLANNING AND PRESENTING LESSONS

When the final diagnostic procedure and the IEP in each area are complete, the teacher will have a set of prioritized educational goals for each child. Through goal analysis a set of specific objectives is then determined. These specific tasks are taught by means of lessons. Many good commercial curricula are available and should be used whenever possible. They save the teachers valuable time and some include sturdy, child-tested materials. When available curricula are not appropriate for a particular objective, the teacher must write a lesson. Since lessons are the vehicles through which tasks are taught and goals are ultimately reached, it is vital that they are well-planned. The first step in planning is the sequencing of objectives.

Sequencing Objectives

Objectives should be sequenced in an order that will assure learning success for the child. The idea is to match the objectives with the child's developmental level. As the child's skills increase, progressively more complex tasks are presented until the child reaches his goal.

The concept of sequencing objectives in developmental order can be illustrated by example. A long-range goal might be that the child can name the colors in his environment. He will be expected to recognize and label red, green, yellow, blue, orange, brown, purple, and black. The least complex task is recognition. Therefore, the child would first be taught to point to a color (for example, red) when he hears its name. Then the same skill, recognition, would be taught with different content; the child would learn to point to blue when he hears its name; then green, orange, and so on. When the child has mastered recognition with various colors, a new objective is set. The next developmental task is matching. When the child has learned to match each of the eight colors, a more difficult task, sorting colors, would become the objective. The child would later learn to label the colors, locate colors in the environment, and finally, be able to identify shades of colors in the environment.

It is obvious that before a child can name a color (labeling), he must recognize its name. Similarly, a child must learn to stand before he can walk. And so it is with any skill; a child cannot learn a task which is beyond his developmental level. Objectives must be sequenced from the simplest to the most complex, and a task should not be presented until the child has mastered the prerequisite skills. He should find the task of acquiring new skills challenging but not frustrating.

Writing Lesson Plans

After the objectives have been sequenced, the actual writing begins. A good lesson:

1. is game-oriented,
2. is challenging but not frustrating,
3. is interesting,

4. allows for active child participation (manipulation of materials, movement, etc.) where possible, and
5. utilizes a multi-sensory approach, when possible.

The components of a lesson plan are:

1. content/skill area,
2. behavioral objective,
3. description of materials,
4. procedures, and
5. criterion activity.

Content/Skill Area

The lesson plan should indicate which content and/or skill area is being developed: math, language, science, music, auditory reception, visual association, grammatic closure, etc. Such indications will facilitate other record keeping procedures such as locating lesson plans and grouping records of one content area.

Behavioral Objective

A behavioral objective is a statement that describes the observable behavior we expect the child to demonstrate at the completion of the lesson. It is written in the terms of who will do what, under what conditions, how accurately.

An example of a behavioral objective is this statement: When asked a question by the teacher, the child will answer correctly yes or no two times out of three.

The WHO is the specific child.

The WILL DO WHAT is answer correctly yes or no.

The UNDER WHAT CONDITIONS is when asked by the teacher.

The HOW ACCURATELY is two times out of three.

The statements below are examples of behavioral objectives.

1. Given two picture cards, the child will tell whether they are alike three out of four times.
2. After listening to a story the child will verbally answer correctly four out of five questions about the story.
3. Given a set of four bears, the child will count meaningfully to four, three out of four times.

Materials and Procedure

After the teacher has written her behavioral objective, her next task is to develop the materials and procedure sections of her lesson plan. These sections are the body of the lesson plan.

The materials section names and sometimes describes the construction of the toys, games, pictures, etc., that will be used in the procedure. The following are characteristics of good materials:

1. manipulative,
2. stimulating to several senses,
3. sturdy,
4. safe, and
5. child-made, when possible.

The procedure section is a set of directives for the teacher. It has two parts: introduction and development.

The introduction to a learning activity is not unlike the introduction to any other game. Remember that each lesson is game-oriented! The children should be shown the materials and told the procedures and object of the game. For example, the teacher could deal two sets of identical picture cards face down and say, "I hope you like card games because we're going to play an exciting one today. It's called 'Concentration' and it's lots of fun!" The teacher would then briefly explain how cards are matched and kept, and that the player having the most cards at the end is the winner.

Note that in the example the teacher did not say, "Today we're going to practice matching pictures." The introduction is not a statement of educational purpose (or objective) of the activity. It is a brief explanation of what the children will be doing during the next fifteen minutes.

The second part of the procedure is its development. The development section has two stages: demonstration and child participation.

After explaining the activity in the introduction, the teacher will demonstrate it. She should again explain what she is doing as she does it.

The second stage, child participation, is the child's attempt to perform the task. The teacher may help him by prompting (i.e., physically leading the child through the task) and/or cuing (i.e., providing visual and auditory hints).

The demonstration and child participation stages may be repeated several times during an activity. If her initial demonstration is not effective, the teacher may choose a variation of the demonstration. For instance, she may ask a child who plays the game well to model for less skillful children.

Though not a standard part of the procedure, a description of the physical arrangement should be included when needed. If where the children are seated or where materials are placed is irrelevant, no note would be made. However, if a child has a hearing impairment in his left ear, he would be seated to the teacher's immediate left so that she could speak into the child's right ear. Similarly, if a child's behavior is destructive he would be seated near the teacher so she could exercise physical control.

All parts of the procedure--introduction, demonstration, child participation (prompts and cues), variation of demonstration, physical arrangements--should be included in the lesson plan.

Criterion Activity

The fifth component of a lesson plan, the criterion activity, must be clearly specified. More importantly, it must be related to the behavioral objective but should not be identical to the teaching procedures. It is an opportunity for the child to demonstrate whether he has learned the skill or content taught during the lesson.

Note that the criterion, or performance level which will be considered passing, was specified in the behavioral objective, e.g., given two picture cards, the child will tell whether they are alike, three of four times. The criterion activity is a description of the task the child must do to demonstrate learning. In the example given, a suitable criterion activity might be another card game using the two sets of alike cards. The teacher could deal each child one card from one set. She could then put a card from the second set faceup on the table. If the card matches a child's card he should pick up that card and then may keep it. Continue the game by replacing the cards the children have matched and returning unmatched cards to the desk. As the behavioral objective states, each child would have four opportunities to match his card to one on the table.

As in the example first discussed, a criterion activity can utilize the lesson's materials but a different procedure. Alternatively, a criterion activity can sometimes be like the lesson activity but with different materials. In the example, the children might have played 'Concentration' again using cards not seen during the lesson. The important features of a criterion activity are that it tests what has been learned during the lesson, and it is not identical to the lesson activity. Obviously, no prompting or cuing is offered by the teacher.

Individualization

The PEECH approach requires that instruction be individualized for each child. However, because of limited time, space, and personnel, exclusive one-to-one instruction is not possible. Individualized teaching is accomplished through the careful planning of lessons and grouping of children.

A child's interests, abilities, and needs are considered during the planning of every lesson which will be taught to him. He is grouped with children having similar interests and/or abilities. The teacher can then instruct several children--with different goals--at one time using common materials and/or procedures.

For instance, it is improbable that five children in a class would, at the same time, be learning to count meaningfully to seven. However, it is likely that several children would be learning to count meaningfully. In that case, the teacher could plan the same lesson for all the children, but modify the individual objectives; one child would learn to count to three, another to five, etc.

One or more children in the class may be functioning at levels quite diverse from the other children; they might not "fit" in any of the groups when grouping is based on ability. For example, the math groups may be working on naming shapes and counting, respectively. One child may have mastered those skills and be ready for naming numerals. The teacher need not make a "group" of one. Instead she could have that child work together with the group of children whose interests are most like his own. They could all play with the same materials (e.g., toy cars), and perhaps do the same activity (e.g., racing); but while the other youngsters are counting the cars, the more advanced child would be taught to recognize the numerals on the winning cars or the numbers on the first and second place ribbons.

Other methods of modifying lessons do not involve special grouping. Instead they require alteration of the presentation or task. For example, the teacher would orally direct the children in a group, except for a deaf child. The latter would be instructed through sign language. Similarly, most children would be expected to give a verbal reply when asked, "Which box is the largest?" The nonverbal child would give a manual response (e.g., he could point to the appropriate item). All the children would be doing the same activity and learning the same concept (i.e., "largest"). Only the procedure and criterion activity would be modified.

Lesson Presentation

As is apparent, the lesson plan is an organizer and enables the teacher to provide more individualized instruction. The success of a lesson not only depends on how well it is written but also on how well it is presented to the children. An effective teacher implements a lesson with enthusiasm, humor, and flexibility. She focuses on individual and group needs and involves all the children in the lesson. She applies her organizational, listening and observational skills throughout the day's lessons. She instills the idea that school is an exciting and rewarding place to be.

Careful preparation is as important in lesson presentation, as careful planning is in lesson writing. When presenting a lesson, there are four phases to include: 1) preparation, 2) setting the stage, 3) teacher/child interaction, and 4) closing of the lesson. Including each phase will help ensure a successful lesson presentation.

The first step in the preparation phase is to review the written lesson plan. The sequence of activities in the lesson as well as the criterion activity should be reviewed. A mental note should be made of the individual modifications of the lesson. Finally, note should also be made of the materials required for the lesson. The second step involves actual preparation of the instructional materials. Preparing the instructional materials may simply involve collection of all materials needed. If teacher-made materials are required, adequate time should be allowed before the arrival of the children.

Ideally, teacher-made materials are prepared the afternoon or evening before the lesson. When gathering materials, it is advisable to include some materials not required for the lesson. They can be used in case the lesson goes more quickly than planned. This helps to avoid moving to the next activity early and possibly disturbing the other small groups that have not yet completed the lesson. It also ensures making optimal use of the time planned for small group instruction and avoids leaving children unoccupied which may produce inappropriate behaviors. Materials should be stored in the small group area so they are out of the sight and reach of the children but easily accessible to the teacher. Displays in this area should not be distracting. The final step in the preparation stage is arranging the physical setting. The space designated for small group learning should be optimally arranged for the lesson. This may entail moving the chairs and table against the wall so open floor space is created. It may require rearranging the seating of the children. A child that will likely manipulate materials at inappropriate times may be seated away from the teacher so he cannot reach the materials in front of the teacher.

The next three phases occur as the lesson is actually being presented. The first phase is setting the stage. This is accomplished by getting the attention of the children and then introducing the lesson in such a way that it will arouse their interest. A lesson involving a puppet may begin with the teacher saying, "I have a friend (puppet) who lives in this house (box). His name is Mr. Meek. He would be so happy if he could talk to you today, but he is too frightened to come out of his house. Perhaps if you would ask Mr. Meek to come out he would." Once the children have been introduced to the puppet the teacher can proceed with an explanation and demonstration of how materials are to be used and the expectations she has of the children can be established.

The next phase is the lesson itself. There are several techniques a teacher may use to make a lesson more successful and more interesting:

1. Voice, facial expressions and gestures. By simply changing her tone of voice and facial expressions, a teacher can create an atmosphere of excitement, calmness, suspense or humor. Explanations of ideas and concepts is promoted through dramatization by the teacher and use of gestures. Employing these techniques will induce the interest and increase the attention spans of the children.

2. Materials. Before distribution of materials there should be a brief explanation and demonstration as to how they are to be used. Demonstrations should be viewed by all the children as they are to do the task, not in reversal. Materials should be displayed so all the children can easily see them. If all the children cannot see the materials then rearrangement of seating is necessary. A teacher will quickly loose the attention of a child if he cannot see the book she is reading from. She may also find herself coping with inappropriate behavior. Once materials are no longer being used they should be removed and placed out of sight so the children will not be distracted.

3. Feedback. All the children need feedback as to how they are performing the task. A child that has successfully completed the task should be told he has done so. A child that has labeled a red ball as being blue should be shown the color blue; it should be stated again that

this ball is red and he should be asked once again what color the ball is. This not only gives the child feedback but also allows him to be successful in labeling the color of the object. A teacher may also assist a child by prompting (i.e., physically leading the child through the task) and/or cuing (i.e., providing visual and auditory hints). Being successful is important to the child's self-concept and positively affects his willingness to attempt new tasks. The children should be positively reinforced throughout lessons for having successfully completed the task or for having attempted the task.

4. Listening and observational skills. By carefully listening to what the children say and by observing their behavior, a teacher can get a great deal of feedback concerning: a) the moods of the children, b) the development and success of the children in areas other than as stated in the objective, and c) the appropriateness of the lesson. Listening closely to a child and responding conveys to him that what he says is important.

5. Flexibility. A teacher who is sensitive to the children and wants to make the most of a learning situation must also be flexible. A flexible teacher is willing to adapt or completely change a lesson as it is in progress. Reasons for doing so may include: a child feeling ill, continued excitement about an art project just completed, a fire engine passing the school or the lesson required a skill the teacher thought the children had, when in fact they did not. No matter how carefully planned the lesson is, there are times it must be changed or discontinued once in progress.

The last phase is the closing of the lesson. Before the criterion activity begins, the children should be told that it is the last task to complete before moving on to a new activity (music, art, snack, etc.). After the criterion activity all materials should be put away and the teacher may reinforce the children once again for accomplishments made during the lesson. She should then tell them where to move next and what they might expect once there. This time can be used to build some curiosity or excitement about the next activity. If difficulty with the transition is anticipated, the teacher and children should move as a group.

Lesson Evaluation

Once completed, the lesson must be evaluated. It is the teacher's observation of the child's performance on the criterion task. It consists of recording the child's performance in terms of the criterion and any comments the teacher considers relevant. This evaluative information clues the teacher to the success of the materials and the procedure. It also gives the teacher the basis for future programming.

The child's performance is recorded on the lesson plan form in the small box next to the appropriate behavioral objective. The level of performance is indicated by a plus, plus-minus, minus, or zero. A plus sign (+) indicates the skill is present; the child completed the activity at the criterion level established in the behavioral objective. A plus-minus (±) signifies that the skill is emerging; the child correctly completed the task one or more times,

but not at the criterion level. Minus (-) indicates the skill is not present and zero (0) means the task was refused. (See next page for lesson plan form.)

The teacher's comments are written in the Evaluation column. For example, if the child did not reach criterion but had consistently performed part of the task correctly, the teacher would note which part of the skill was present and which part(s) was absent. If the child's performance achieved criterion but the child had often hesitated, this should be noted. Though the teacher's evaluation of a performance in terms of criteria are always objective (i.e., +, -, ±, 0), she may record some subjective comments when appropriate. For instance, a child's behavior may suggest that he is not feeling well. A teacher could note this (an objective comment) and indicate that it may be the cause of a poor performance (subjective comment). The teacher should record any and all information regarding a lesson that might prove helpful in planning further instruction.

Program Changes

As already discussed, objectives are sequenced and designed to provide the children with successful experiences while continually introducing more complex skills and content. However, no matter how carefully lessons are prepared, all children will not reach criterion every time. When a child's performance is below criterion, it can be due to one or more reasons. These reasons can generally be grouped into two broad categories: nonplanning factors and planning factors.

Nonplanning factors which may result in a child's poor performance include, for example: a major distraction such as a car accident just outside the window; the child was not feeling well; the teacher was ill and, as a result, not enthusiastic. When one of these factors, or a similar problem causes failure or refusal, the task must be retaught. This does not mean that the same lesson is taught the next day. The same objective will be used (because it was not met), but a new activity will be selected.

Some reasons for a child performing below criterion level are related to programming. For example, the objective was inappropriate for the child's developmental level. Perhaps the activity was not suited to the child's interest and so he did not pay attention. The lesson did not teach the skill stated in the objective and/or tested by the criterion activity. The criterion activity was unrelated to the behavioral objective and/or lesson activity.

Sometimes problems due to inappropriate planning can be alleviated through minimal alteration. When the difficulty is limited to one or a few lessons, the necessary changes would be similar to the ones described above. For instance, if the lesson were boring or if the criterion activity did not test the skill taught, the objective would be reused the next day with a different activity. Future instruction would progress as planned.

Other problems such as an objective which is not matched to the child's developmental level, require substantial program changes. In the situation described, the teacher would have to establish new objectives and, perhaps, even new goals. As a result, she might have to place the child in a different learning group.

Weekly Lesson Plans

Name _____ Skill/Content Area _____

Date	Behavioral Objective	Activity	Evaluation

Careful, systematic classroom observation and continuing progress evaluations help to minimize unnecessary program changes. When changes are required, they should be well-planned and accomplished without wasted time. The sooner the child receives appropriate instruction, the sooner he will reach the goals set for him.

EDUCATIONAL PROCEDURES FOR SEVERELY HANDICAPPED CHILDREN

Introduction

Teachers and students, both must bring basic skills to the classroom in order to operate effectively. Most teachers are prepared to deal with most of the student problems they encounter. The passage of Public Law 94-142, The Education for All Handicapped Children's Act of 1975; however, will result in large numbers of severely handicapped students entering public school classrooms for the first time. Introducing severely handicapped children into public school settings will create new challenges for the special teacher.

The aim of this section is to introduce the special teacher to procedures which may help in meeting the needs of severely handicapped children. The section is a supplement to a teacher's training and experience and focuses specifically on children who exhibit behavior of such an extreme nature (either extremely aggressive, passive, active or low functioning) that the behavior requires concentrated effort in order for these children to progress socially and academically.

There are three parts to this section. Part 1 deals with recognizing a problem and initial teacher steps. Part 2 describes procedures for developing and evaluating an educational intervention program. Part 3 describes basic behavioral procedures and illustrates each procedure with a case study. Appendix IV-A contains a bibliography of behavior principles, applications and manuals for intensive and continuing study.

Recognizing a Problem

Preschool children who tantrum, cry, aggress, self-stimulate and who do not talk, follow instructions, or play appropriately are easy to recognize as requiring special education. The hard part is ensuring that the program of services provided meets the child's needs.

Severely handicapped children often do not "fit" into the basic curriculum and classroom procedures arranged by the teacher:

1. They have not previously acquired the prerequisite behavior required by the teacher's lesson (i.e., attending, waiting turns, listening, following directions, etc.).
2. They have deficits in their repertoire not addressed in the major curriculum (i.e., no feeding, dressing, toileting or language skills).
3. They display behavior which disrupts ongoing classroom activities (fighting, crying, tantruming, screaming, running out of class, etc.).
4. They require teacher attention to the exclusion of all other children.

These circumstances should be recognized as problems for the teacher of young handicapped children. <u>They are not the teacher's problem, but an educational problem</u>! If severely handicapped children are to profit from early childhood education, then the problems recognized by teacher must be addressed

addressed by special education administrators, curriculum developers and university teacher-training centers.

The teacher's responsibility is to recognize situations which are not meeting the child's needs and bring it to the attention of the parents and other school personnel (psychologist, speech therapist, physical therapist, occupational therapist, behavior analyst, special education administrator, school consultants). Once the problem is acknowledged the likelihood of its being solved by one of the following is greatly increased:

1. a different set of procedures,
2. a new curriculum,
3. consulting help,
4. additional classroom aides, psychological services, or language therapy, or
5. parental input and assistance.

Following is a description of a set of procedures designed to help teachers develop and evaluate an individualized educational intervention program for severely handicapped children.

Developing and Evaluating an Individualized Educational Intervention Program

There are seven major steps in developing and evaluating an individualized educational intervention program:

1. Define the target behavior.
2. Assess the behavior.
3. Analyze the program.
4. Collect the materials; train the key personnel.
5. Implement and monitor the program.
6. Revise the program as needed.
7. Evaluate the total program.

Each step is elaborated below. Step number 3 is further explained in the section titled Basic Behavior Procedures. Part 3 elaborates Step 3 above.

1. Define the target behavior

The first step in developing an individualized educational intervention is to specify the target behavior. An adequate definition includes:

a clear specification of the behavior,	Mouthing is defined as
in measurable	each instance of
and observable terms,	physical contact of any object with the mouth, tongue, or oral cavity.

as well as

a description of the conditions or circumstances under which the behavior will occur and,	during speech and language training sessions
the criterion by which the behavior is judged.	for a duration of 5 seconds or more.

Examples of well-defined and poorly-defined target behaviors are shown below:

Poorly-Defined	Well-Defined
"Wandering around"	During independent seat work, child's posterior is in contact with seat, back erect, for 25% of the time for 30 minutes.
Autistic language behaviors	When asked a question the child echos back what was said 100% of the time.

For more detailed work on defining target behaviors for educational intervention consult the references listed under Programming in Appendix IV-A.

2. Assess the Behavior

Assessment is necessary as a basis for: a) providing information on the extent to which the behavior occurs, b) monitoring the course of educational intervention, and c) evaluating the effectiveness of the total intervention. There are many ways of collecting assessment information on young children in a classroom setting: permanent products, event recording, and duration recording.

Permanent Products. Many behaviors can be assessed through the permanent products they produce. The number of correctly placed puzzle pieces can be used to assess a child's initial, intermediate, and terminal skill in puzzle solving. Similarly, pages of match-to-sample exercised can be accumulated as permanent products which document the percentage of correctly and incorrectly matched items.

Unfortunately, many behaviors of interest leave no lasting mark on the environment which can be tabulated at the teacher's convenience. Transient behavior must be observed and recorded at the time of occurrence. In these circumstances event recording or duration recording can be used.

Event Recording. Event recording consists of keeping an ongoing record of each occurrence of the event of interest such as hitting, crying, tantruming, and screaming. That is, event recording is an assessment of the frequency (number of occurrences) of a particular behavior. For example, if a teacher wanted information on the number of times a student left his assigned seat, the teacher could make a frequency count or tally

mark each time the student left his seat. The assessment would look like this:

Out of Seat	Mon.	Tues.	Wed.	Thurs.	Fri.
	𝍸	𝍸	𝍸	𝍸	𝍸
	𝍸	11	1111	𝍸	𝍸

On Monday, Wednesday, Thursday, and Friday the student left his seat 10 times while on Tuesday he left his seat seven times. When the problem behavior is not one of frequency of occurrence but of duration of occurrence, the appropriate assessment device is duration recording.

Duration Recording. Duration recording assesses the length of time between initiation and termination of a behavior. For example, a child may not leave his seat frequently, but when he does he doesn't return for an entire hour! Assessment via duration recording would look like this:

	M	T	W	T	F
Min. Duration of out-of-seat	45 min.	33 min.	47 min.	53 min.	60 min.

3. Analyze the Program

Once the problem behavior has been defined (Step 1) and assessed (Step 2) an intervention can be designed. The type of intervention will depend on the problem analysis.

Problems frequently can be analyzed into three categories:

a. Behavior which needs to be increased.
b. Behavior which needs to be decreased.
c. Behavior which must be developed.

Each of these problems suggests a different solution. The solution to behavior which needs to be increased is to apply reinforcement procedures. The solution to behaviors which need to be decreased is to apply extinction, time-out, overcorrection, or punishment procedures. The solution to behaviors which need to be developed is to apply behavior shaping procedures. Naturally, solutions can be combined and other procedures employed as may be required by each unique problem.

4. Collect the Materials: Train the Key Personnel

An effective intervention can be implemented only when all materials are prepared and the principles involved in each can carry out their assigned role. The way to ensure an effective intervention is to develop a checklist of needed materials and a script for each participant. When all items are accounted for and each participant has been "auditioned" and can play their part, the intervention can move to Step 5: Implement and Monitor the Program.

5. Implement and Monitor the Program

Implementing the program involves setting the machinery established in Step 4 into motion. That is, give people the "go ahead" to begin the intervention.

Monitoring must be done in four areas:

a. That the intervention has been initiated.
b. That the materials and participants are functioning according to plan.
c. That the intervention is having the desired effect on the students' behavior.
d. That desirable or undesirable side effects are noted.

Monitoring of program initiation and of materials and implementation can be done by using the same checklist and script developed in Step 4. Monitoring effectiveness will require that records similar to the records made for assessment purposes in Step 2 be kept. The frequency of monitoring should be determined by the behavior problem and intervention strategy. Frequent assessment (daily) allows changes in the program to be made in response to changes in the child.

Monitoring of side effects can be accomplished by recording assessment data in other related areas, by asking participants to informally comment on beneficial changes, problems, or undesirable changes or by having a nonparticipant make an independent observation.

6. Revise the Program As Needed

The key point here is to let the child guide the treatment intervention. If the monitoring data indicate that progress toward treatment goals is not being made or is progressing slowly, then a revision can be made with the hope that improved progress can be made under the modified plan. Unless assessment data has been taken in Step 2 and monitoring data has been taken in Step 5, one will never know if what one is doing is working effectively and efficiently.

The monitoring data will signal that a change is needed (i.e., no progress is being made) and often provides clues as to what needs to be changed to resume progress.

7. Evaluate the Total Program

After an educational intervention has been employed with one student it should be scrutinized carefully before it is used with other students. Different materials may be available, changes may have been suggested, or improvements may be evident upon evaluation of the entire set of data.

Programs can always be revised, updated, and improved. The goal is for the program to be more effective next time!

Basic Behavior Procedures

Behavioral procedures are powerful educational tools. The effective and appropriate use of these procedures require teacher training and supervision. This section is not meant as a cookbook guide for classroom management. It is, however, a beginning point for teachers. The teacher is referred to the National Association for Retarded Citizens booklet on behavioral interventions and the American Psychological Association booklet on Ethical Standards for Psychologists (1972) for a discussion of procedural safeguards, rights of clients, and review of ethical practice.

From a problem analysis the teacher determines the major type of program needed. This section describes procedures to increase and decrease occurring student behavior and to generate new behavior. Principles are illustrated by brief examples and the references in Appendix IV-A can be consulted for greater detail.

Increasing Existing Behavior

Increasing existing behavior requires applying principles of positive reinforcement. Positive reinforcement is defined as the strengthening (increasing) of behavior by contingent, consequent stimuli. When a stimulus follows a behavior and functions to increase the behavior, the stimulus is a reinforcer and the procedure is positive reinforcement. If the behavior does not increase, then the consequent stimulus is not a reinforcer, nor is the procedure reinforcement under those circumstances and for that child.

Example: Mark was a four-year old male enrolled in a preschool handicapped program. One goal from his IEP was to have Mark walk 25 feet in a normal heel-to-toe gait. Mark walked on tiptoes 90% of the time and walked normally 10% of the time.

The teacher's objective was to increase the amount of walking with an appropriate gait. The teacher began the program during outdoor play. She would mark off distances from different play areas and call to Mark to come and play. When he approached using a normal gait, the teacher would praise him and play with him briefly on the apparatus. The distances were gradually increased. When he toe-walked, the teacher provided corrective instructions.

This procedure was monitored and was shown effective by noting that Mark now walked 25 feet in a heel-to-toe fashion 90% of the trials.

Decreasing Existing Behavior

Decreasing existing behavior requires applying principles of extinction, time-out, overcorrection. or punishment. Definitions are shown below.

Extinction: the presentation of a neutral stimulus following behavior which weakens the preceding behavior.

Time-out: the removal of the opportunity to earn positive reinforcement which weakens the preceding behavior.

Punishment (Positive or Negative): the presentation or removal of a stimulus consequent to a behavior which weakens the behavior.

Example: A time-out procedure was used to reduce the table banging and destroying of materials of a five-year-old emotionally disturbed boy. The problem occurred at small group lessons. Three children worked for tokens redeemable for toys at the end of the session. Fred would bang the table and destroy (throw, rip, etc.) the materials.

The teacher found extinction to have no effect on his behavior and thus decided to use time-out. She put a bo-lo tie on Fred. When Fred was attending, responding, and working he wore the tie and could earn tokens. When Fred began to bang the table or destroy materials, the teacher removed the tie and Fred lost the opportunity to earn tokens (time-out). After two minutes had elapsed and if Fred was quiet, the tie was returned and he could again earn tokens. If he was still disruptive, the tie was not returned and Fred remained in time-out for an additional two minutes. Fred only got out of time-out when he was quiet for two minutes. The teacher monitored the frequency of distruptive behavior and found it decreased from 20 a day to 0 a day. Time-out was effective.

Creating New Behavior

Creating new behavior requires applying the principle of shaping. Shaping is defined as reinforcing successive approximations to the required terminal behavior. The procedure is analogous to the sculptor: Start with a hunk of clay and gradually mold or shape it into the final product. Shaping behavior requires starting with whatever basic behavior currently exists and slowly changing the topography of the response.

Example: Jill is a severely retarded six-year-old female with little language. She does, however, make grunts and randomly makes several sounds. The teacher uses a shaping procedure to transform these crude sounds into functional words.

The initial step in teaching the word "milk" was to reinforce the "mmmm" sound that Jill would hum. By gradually changing the criterion for a reinforceable response during intermediate ("mmmm" to "mil" to "millk" to "milk"), the terminal response "milk" was taught.

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INTRODUCTION

Can you imagine a carpenter who agrees to build a school and then proceeds with no blueprints; or a carpenter who begins assuming he'll know what to do because of past experience, and continues without consulting the people who are to do the plumbing or the electrical work?

Most teachers, even those with excellent backgrounds in child development and experience in working with handicapped children, need "blueprints" or guides to assist them in assessing children, setting goals and objectives, planning lessons and in recording a child's progress. By maintaining an efficient record keeping system, a teacher will have step-by-step procedures to guide the development of an individualized plan for each child in the program.

CHARACTERISTICS OF A RECORD KEEPING SYSTEM

Comprehensive

The educational program includes all developmental areas (fine motor, gross motor, social/emotional, cognitive, language, and self-help); therefore, the record keeping system should allow for information in all areas. The records are a reference for the teacher when she is making decisions on goals, objectives and procedures. She can feel confident in knowing the level at which each child is functioning and can make appropriate decisions for future programming.

Current

Information must be current if it is to be used as the basis of future planning. If it is not recent, the result is obvious--inappropriate programming. Records of child progress should be an ongoing component of the program so they will never lose their usefulness.

Useful

Records should be complete, current, and relevant. Recording child progress takes time. The teacher should not burden herself by recording irrelevant information.

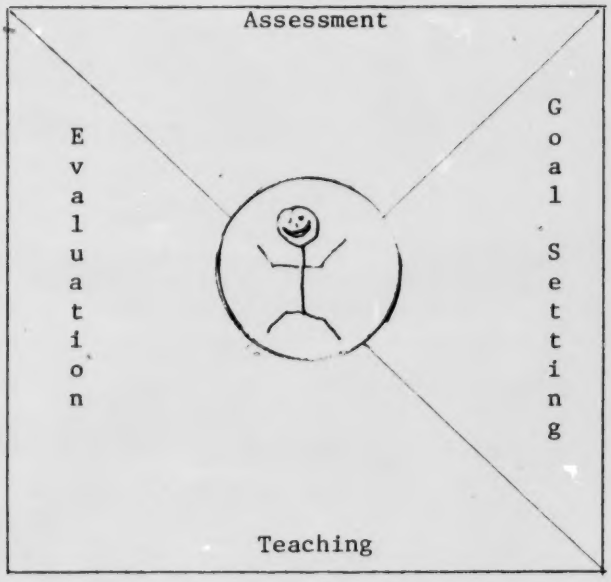
Good records will be useful in various situations throughout the year. As discussed earlier, the teacher will find records helpful when program planning. They will serve as the basis for writing midyear and final reports as well as for parent conferences. Working with ancillary personnel is easier and more meaningful when they can refer to records that contain an accurate profile on the child. A program that has documented child progress has also documented in part, the effectiveness of the program.

Easy and Accessible

Effort is required to do a job well. Records should be current and complete but should not require a disproportionate amount of the teacher's time. To find a balance is often difficult. The job will be easier if the teacher records information on several children each day rather than recording information on all children the same day. However, anything significant about a child, such as when the child first speaks in a complete sentence or learns to pour juice without spilling, should be recorded at the time it happens. Memory may serve but one should not rely solely upon it. Records that are systematized and kept in a notebook which is out of reach of children but readily accessible to teachers will make them easier to use. Included in the notebook may be sections for a summary of the assessment and the IEP, results of lesson plans, anecdotal records, records of the family involvement program, records from ancillary staff such as the speech therapist, behavior management technqiues, and a section for mid- and end of year reports.

COMPONENTS OF THE PEECH
RECORD KEEPING SYSTEM

The PEECH record keeping system is viewed as an ongoing process focused on providing an individualized educational experience for each child in the program. It can be diagramed as follows:



This process begins with all of the information gathered about a child through both formal and informal assessment techniques. Based on this information, goals are set for each child and an Individual Educational Plan is written. Before teaching, these goals are analyzed to obtain the specific behaviors which will lead to the achievement of the goals. Lessons are then planned to meet the assessed needs of each child. Ongoing evaluation provides regular, consistent feedback about the child's progress as well as about the success of the total educational program.

Assessment

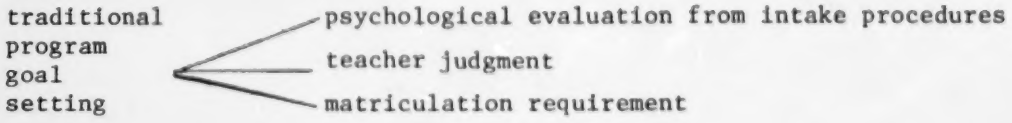
The assessment of a child's abilities, of his or her strengths and weaknesses, is a continuing process. Before admission to the program, screening is conducted and more in-depth psychological, speech or motor testing is obtained as necessary. Parent interviews and perhaps home visits are conducted to obtain helpful information about the child's developmental history and his or her functioning within the home environment.

After the child has adjusted to the classroom, the teachers conduct a systematic assessment of the child's skills using SCOAP (Systematic Child Observation, Assessment Programming). The child's abilities in six important areas including gross motor, fine motor, self-help, social, language, and math are evaluated. Throughout the administration of SCOAP and the entire year, the trained teacher continues to assess the child's growth and development through careful observation of the child within all situations.

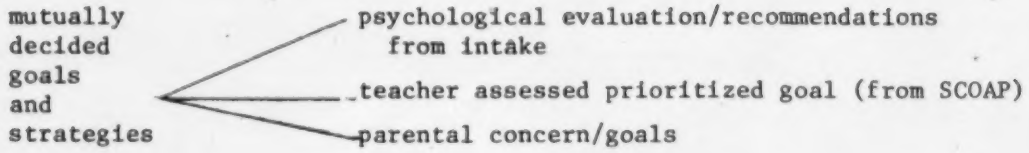
Goal Setting

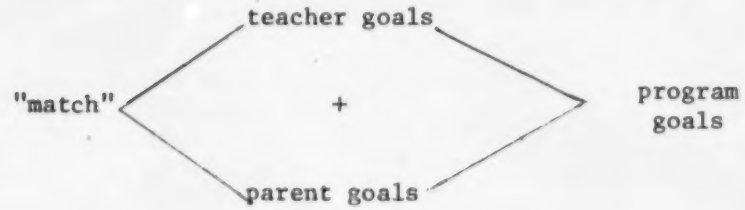
Based upon all of the information gathered about a child through screening, testing, parent interviews, administration of SCOAP and careful observation, the teacher is ready to set goals for each child in the classroom. Before doing this, however, a conference is held with the parents to obtain their assessment of the child and a knowledge of their goals for the child. The teacher strives to obtain a match between her goals and the parents' goals which then become the program goals.

A. Traditional Goal Setting



B. Mutually Agreed Upon Program Goals





After goals are determined, the child's Individual Educational Plan is prepared. A sample of the PEECH IEP can be seen in Appendix V-A.

Teaching

Upon completion of the assessment procedures and IEP, the teacher has a set of prioritized goals for each child. Goal analysis, the breaking down of goals into specific, teachable parts, and task analysis, analyzing a particular skill you want a child to learn, are useful skills in determining how to teach towards these goals. By analyzing goals and tasks a list of both long-range and short-range objectives is obtained. Lesson plans which contain a specific behavioral objective and teach towards a determined goal can then be prepared. These lessons, which are carefully planned for each of the small group teaching sessions, are a vital part of each child's prescriptive program. Individualization is achieved by writing a specific behavioral objective for each child in the small group of not more than five children.

A sample lesson plan is included in Appendix V-B and an extensive explanation of the PEECH lessons is included in the chapter on curriculum.

Teaching, however, is not restricted to these precisely planned small group lessons. Some goals, especially those in the areas of self-help and social, are often best taught during the more informal parts of the day, free play, art or music, and movement times, for example. Teacher-child interaction and dialogue form the basis for learning in evey situation throughout the program.

Evaluation

To complete the record keeping process and to maintain a vital program, a process for evaluation is essential. PEECH employs two methods of evaluating

lesson plans, a tally system and the teachers' notes. The tally system uses the following markings:

+ skill present

± skill emerging

- difficulty with task, skill not present

0 task refused

It provides a quick means of recording a child's performance on each lesson. Space is provided for the teacher to write additional pertinent information explaining why the child achieved or had difficulty with a task. Observation of behaviors in situations other than the small group lessons need to be recorded in order to obtain a complete picture of the child. Anecdotal records, consisting of objective comments in narrative form, are maintained for this purpose. It is important that the notes be recorded soon after the event. They should include an objective statement of the stimulus causing a behavior as well as a description of the behavior and results of that behavior. Anecdotal records may be maintained in numerous forms; an example of one approach is included in Appendix V-C. Some teachers prefer writing on 3 x 5 cards or simply in a spiral notebook.

The importance of regularly scheduled staffings cannot be overemphasized. The PEECH model provides time at the end of each school day for the staff to meet to discuss that day's program and to plan any changes in programming or teaching techniques for the following days. In addition, it is important that the classroom staff meet with the speech therapist, the physical therapist, the social worker, the psychologist, or other ancillary personnel who provide services to the children in a classroom.

Records must be maintained for all handicapped children to meet the requirements of new legislation such as P.L. 94-142. Organizing and maintaining an efficient record keeping system takes time and effort. It will, however, provide noticeable benefits in the teacher's ability to plan a program which meets the unique needs of each child in that program.

APPENDIX V-A

SAMPLE INDIVIDUAL EDUCATION PLAN

INDIVIDUALIZED EDUCATIONAL PROGRAM

Goals and Objectives

Student's Name Mike Hunt BD 9-29-73 Manager Joy Lee

School District/School Cumberland/Woodley Implementors Joy Lee and Jane Hart

Instructional Area Self-Help Date 10-1-77

Goal Statement(s): 1) Mike will feed himself using a fork and knife
2) Mike will use a knife to spread
3) Mike will put shoes on correct feet

Goal #	Behavior Sought/Objectives	Teaching Strategies/ Special Media & Materials	Success Criteria	Date Start	Date Accomp.	Evaluation Schedule
1	Will use fork & knife together to . . . a) cut soft foods (bananas, dough) w/o assistance b) cut hard foods (lettuce, hot dog) w/assistance c) cut all foods w/o assistance	1. Making snack at school 2. Roleplay using knife & fork together 3. Encourage opportunities in the home 4. Verbal cues	80% accuracy on objectives a-c	a) 10-4 b) c)	a) b) c)	biweekly
2	Will spread butter/icing with a knife . . . a) w/assistance b) w/o assistance	Same as above	Covers majority of surface area with butter/icing on objectives a & b	a) 10-4 b)	a) b)	biweekly
3	Will put shoes on correct feet . . . a) w/assistance b) w/reminder c) w/o reminder	1. Place shoes in front of correct feet 2. Paper foot prints in front of locker 3. Verbal/visual cues to point out difference in shape of shoes	4/5 trials on objectives a-c	a) 10-4 b) c)	a) b) c)	biweekly

APPENDIX V-B

SAMPLE LESSON PLAN - 128 -

SAMPLE GROUP ACTIVITY
PLANNING GUIDE

LESSON PLAN

Date_____ Group_____

Process Area/Content Area: Math/Counting

Group Activity: Children will count out objects from 1-5

Individual Behavioral Objectives:

1. Tom - When given five objects by the teacher, Tom will correctly count them 3 out of 3 times without assistance
2. Mary - When given three objects by the teacher, Mary will correctly count them 3 out of 3 times
3. Shane - When given an assortment of objects, Shane will correctly count out five, 3 out of 3 times
4. Sherry - When given five objects, Sherry will correctly count them 3 out of 3 times
5. _____

Materials: Four tree cutouts, 20 apple cutouts, 20 pear cutouts, 20 berry cutouts, 20 peach cutouts and 20 banana cutouts, raisins

Procedure: Give each child a tree cutout. Explain that they are going to put apples in the trees but must count out just the right number of apples. Have each child count out the number specified in the objective. Repeat with other fruits.

Criterion Activity: Give each child the number of raisins specified in the objective. Have them cut out the appropriate number of raisins.

Group Activity Planning Guide

Date	Session	Activity Description
10-2-76	Music	1. Sing - "Wheels on the Bus" 2. Fingerplay-"Monkeys and the Aligator" 3. Sing - "If You're Happy and You Know It" 4. Movement - "Sammy" with record 5. Fingerplay - "Teensy Weensy Spider"
10-2-76	Art	1. Cut out vehicle pictures from magazines 2. Paste onto construction paper to make collage
10-2-76	Outdoor play	1. Throwing - beanbags at teacher on climbing structure 2. Jumping - from balance beam into circles on ground 3. Running - Duck, Duck, Goose 4. Freeplay

APPENDIX V-C

Sample Anecdotal Records

Name Chris

Date	Observer	Observations	Area
1-8-76	Ruth	When Chris went downstairs for gross motor activities, he said "ball." We played catch and then sat in the rocker. We rocked very fast and when asked if he liked it, Chris said "yes." We then went to the quiet room to relax. I moved his legs up and down, in and out, and spoke softly to him. Chris never relaxed his arms and legs and made little eye contact.	Gross Motor
		Then Chris said "chalk" and we went to the board where he took two pieces of chalk and scribbled with both hands. I tried to get him to imitate me, but he would not stop writing.	Fine Motor
1-11-76	Ruth	We went downstairs to throw beanbags at the clown. I began throwing, but Chris stood right beside it and put the beanbag in his mouth. I had to hold him back before he would <u>throw</u> the beanbag.	Gross Motor
		We went upstairs to the story corner and I asked Chris to sit down. He did not so I left and watched him from the mirror. He walked in circles, shaking his hands. A few minutes later he came out, grabbed my hands and said "po mo"- possible "come on." He took me to the story room but would not respond to my request to "sit down" so I left once more. He got me once again and sat down this time. <u>He did not cry once today</u>!	Social
1-13-76	Gary	When it was time to go home, the children were dancing to music and Chris was told to put on his coat when it was placed on the floor. He stared at the children and did not follow directions. When he was turned away from the children, he did follow directions.	Attending

INTRODUCTION

Discipline. Upon hearing that word, some people infer a punitive action. Such an assumption is unfortunate, particularly if the person holding it is a preschool teacher. Many children respond to punishment with resentment and hostility, and they change their behaviors only temporarily, if at all. Such responses are understandable since punishment specifies which behaviors are inappropriate but gives no indication of what is expected. Discipline can and should be positive. Appropriate classroom behavior can be shaped via a systematic, positive approach based on:

1. simple, explicit definitions of rules and procedures,

2. reinforcement of appropriate behavior, and

3. consistent, immediate consequences for infractions of rules and procedures, when necessary.

Such an approach should be initiated early in a child's school career. This will promote acceptable classroom behavior from the beginning, and avoid the confusion which results when methods of discipline are changed.

It is not difficult to effect a positive approach for classroom management; however, it does require time, thought, and effort. The teacher must: (1) hold certain assumptions about children, (2) have in mind a clear definition of "appropriate" behaviors, (3) establish and maintain a classroom environment that promotes appropriate behavior, and (4) have a plan for handling the inappropriate behaviors which require specific teacher intervention.

BASIC PREMISES

A teacher makes assumptions about children in determining her approach toward behavior management. One assumption basic to a positive approach is that a child's behavior is meaningful. Every behavior is an attempt to say something:

- "Pay attention to me."

- "I don't know what I'm supposed to do."

- "I'm not happy."

- "I'm not feeling well."

- "I don't think this is very interesting."

- "I'm not ready to learn that."

In addition, several children may each make the same statement--"Pay attention to me!"--in a different way. One might tug the teacher's sleeve; another might ask for assistance; and the third child might break a record. Why do they employ such diverse tactics? Each child develops a set of behavior patterns to cope with environmental situations. As long as these patterns are successful, the child will continue to use them. If at some time they do not meet with success, (i.e., they are not reinforced) the child will change them.

A second assumption is that every child has certain needs:

- To be accepted as an individual
- To be treated fairly
- To assert some independence
- To feel safe
- To feel he is important and capable of growth

The teacher should keep these two assumptions--and any others she may have--in mind while she determines a definition of appropriate behavior.

WHAT IS APPROPRIATE BEHAVIOR?

The teacher hopes, and assumes to some degree, that the behaviors shaped in her classroom will transfer to other environments. However, since she must limit her intervention to behaviors observable in school, her goals must be confined to that setting. The classroom behaviors sought by the teacher generally fall into two broad categories: learning behaviors and social behaviors.

Learning Behaviors

Certain behaviors are prerequisites to learning. These include ability to attend, ability to complete a task, and the careful and proper handling of materials. The teacher should not assume that these skills are automatically learned by the child during the course of academic instruction. Just as any other procedures, learning behaviors must be explained clearly and reinforced consistently.

Social Conduct

The young child is expected to function in the classroom without disrupting it or the program's participants. For example, he must learn to share materials, to wait for his turn, and to work and play by himself as well as with others. In short, he must conduct himself in a socially acceptable manner.

Children will develop these abilities at different ages and to varying degrees, depending on their mental and physical capacities and emotional maturity. A teacher must be judicious when determining the specific expectations for a particular child.

AN ENVIRONMENT WHICH PROMOTES APPROPRIATE BEHAVIOR

Once a teacher is conscious of her students' needs and has determined her expectations for the students, she must establish a classroom environment that is accepting and encourages the desired behaviors.

As every teacher knows, no approach to discipline assures that all the students will behave appropriately at all times. However, several basic techniques have promoted desirable behavior in the PEECH classrooms:

1. Needed direction should be provided during the child's initiation into the program. The start of preschool constitutes a child's first school experience; it is an adjustment period. It may be the child's first meaningful interaction with adults other than his family and/or with children his age. As in any new situation, the preschooler needs direction and support. The teacher must provide them.

2. The teacher should follow a daily schedule. Insecurity, confusion, and inappropriate behavior can result when children do not know what to expect from one hour to the next or from one day to the next. The teacher can avoid these problems by moving through a consistent sequence of events each day. Note that the schedule aids the teacher by providing a framework around which to plan activities.

3. The physical environment must be stimulating but not distracting. Some children cannot function in a room that is over-stimulating; their excessive interaction with the environment hampers appropriate interaction with peers and teachers.

4. Careful planning of the instructional program is essential. The activities for the day should be carefully planned so that each adult knows what the overall plan is and specifically what his responsibilities are. This planning involves writing lesson plans, having instructional materials assembled and ready for use, and evaluating the instructional program at the close of the day to enable improved planning for the following day.

5. Classroom staff should be prepared for each of the planned activities. A plan is valuable only when it is utilized. A good teacher will not model the woman who called her students together for story and then left them to search for the book. When she returned, the children were in different areas of the room and occupied with various

activities. "You children are so bad!" she said. Actually, the teacher was so . . . unprepared.

6. The teacher must set realistic expectations and limits of behavior by her words and actions. She must tell the child the behaviors that are expected of him and model those behaviors. Expectations should be altered according to the child's progress.

7. Instruction must be matched to each child's level of development so that success is possible. This "match" is essential; "nothing succeeds like success."

8. Feedback should be provided through positive reinforcement. A child wants others to think well of him; he responds positively to recognition of his good behavior. There are several ways to praise a child.

   a. Direct verbal praise: "Thank you. I'm glad you helped me wipe the table;" or "Good counting. There are three cookies."

      Direct verbal praise must be explicit; it should provide the child with useful feedback. The expressions "Good" and "Good boy!" do not indicate which behavior is being reinforced and should be repeated in the future. In addition, "Good boy" or "Good girl" indicates that at other times the child is bad. Though a teacher need not accept a child's behavior, she must accept the child. Judgments made in terms of "goodness" and "badness" should be reserved for the child's actions and never applied to the child himself.

   b. Indirect verbal praise: The teacher can express to others approval of a child's behavior. For example, "Gary found the the circle. Let's clap for him!" Or "Mrs. Brown, Joan is so helpful. Today she passed out the cups and napkins for snack."

      Generally, preschoolers respond to both direct and indirect verbal praise. However, there are children with whom indirect verbal praise is more effective than direct praise. Some preschoolers do not know how to respond to direct praise and so they avoid it or behave inappropriately when it is given. Other children simply prefer recognition by their peers or parents to praise from teachers. A teacher must carefully observe a child's reactions to direct and indirect verbal praise in order to determine the effectiveness of each.

   c. Physical reinforcement: A hug, handshake, or pat on the back. Because physical reinforcement does not indicate which behavior is appropriate, it should be accompanied by specific verbal praise.

d. Demonstration of enthusiasm for the child's accomplishments: This can be direct or indirect. For example, the teacher can tell the child, "I knew you could pour the milk without help. You did it! I'm glad!" In the same situation the teacher could write a note to the child's parents and tell the child what it says: "I'm writing a letter to tell your mom and dad that you've been working hard. I'll tell them that you poured your milk today." The child would take the note to his parents.

The techniques discussed above constitute the heart of discipline: an atmosphere which encourages and maintains appropriate behavior. Sometimes, however, a child disrupts the teacher's carefully planned environment. Then discipline becomes a positive method of changing behavior.

DEALING WITH INAPPROPRIATE BEHAVIOR

In some instances, a teacher can prompt the discontinuance of inappropriate behavior by simply ignoring the behavior. This technique, passive ignore, is especially effective with attention-seeking conduct which is not disruptive; cursing, rude remarks, and similar behavior will stop when the child becomes exhausted or realizes he is not achieving his goal.

In addition, disruptive behaviors (such as splashing water or throwing sand) may be ignored by the teacher for one of several reasons:

1. The situation is at fault.
   Example: The splashing resulted because the water table is too full.

2. There are more important aspects of the situation with which to deal.
   Example: A second child has slipped in the spilled water, is hurt, and requires immediate attention.

3. Without teacher intervention, the child is demonstrating awareness of his actions' consequences.
   Example: The child apologized for spilling the water and then wiped the floor.

4. The teacher decides to praise another child for appropriate behavior. This technique is sometimes called active ignore.
   Example: (Teacher to a second child) "You're playing so nicely, Bobby. You're keeping all the water in the water table--where it belongs."

Teacher Intervention

At times direct teacher intervention is necessary to immediately stop inappropriate activity and/or to encourage desirable conduct. Behaviors

which require direct intervention include: aggressive behavior which can endanger the child, other children, and teacher; destructive behavior; withdrawing behavior; and manipulative behavior which disrupts the learning environment.

When one or more of these problems occur, the teacher can choose from several management techniques. The procedures vary in the degrees of control exercised by the adult. When selecting a technique, the teacher must consider the immediate situation and the child's needs, previous experience, and emotional maturity. Children are individuals and two preschoolers exhibiting the same behavior problems are not necessarily managed identically. A series of procedures which are essential to a positive approach is listed below. Note that each technique requires that the teacher exercise more control than does the previous technique.

1. Positive correction: Attempt to redirect the child by telling him what behavior is expected. For example, "If you throw the sand, it may go into someone's eye. Let's leave it in the sandbox, and I'll show you how to build a sand castle."

2. Physical direction and choice: If positive correction is ineffective, verbally direct the child--"Put the sand in the box"--and physically help him to follow-through. Immediately initiate a cause-and-effect situation: "The sand you throw might go in someone's eyes and that would hurt him. You must not throw sand. If you do it again you may not play with the sand any more today."

3. Follow-through: If the child repeats the inappropriate behavior he must face the consequences. He has made his choice and the teacher must keep her word. "Get out of the sandbox. You threw sand and so you may not play with it any more." (In a classroom situation, remove the materials.)

4. Removal from the immediate situation: If the child still refuses to cooperate, remove him from the immediate situation. In the hypothetical situation, the child would be permitted to play in any area of the playground away from the sandbox. (In the classroom, push the child's chair away from the table or have him move away from the group.)

5. Time-out: On occasion none of the above procedures will eliminate the undesirable behavior. This is often the case when a child has a tantrum and cannot attend to the teacher's directions. When this occurs the child should be moved to a quiet environment where he can be by himself.

This procedure is not intended to punish the child for his misbehavior; it is utilized to provide the child with an opportunity to calm himself. It is time away from an environment which stimulated conflict. (The preschooler in our example would be removed from the playground; a child in a classroom would be removed from the room.) The preschooler should be taken to a small room, free of distracting objects. There he can act out without disturbing or hurting others or damaging property.

The child should be told why he is being timed-out and how to end the session: "I cannot understand you and you can't hear me when you cry and scream. When you're quiet you may go out to the playground again." Or, "I cannot let you throw sand at another child. You must sit here until you're ready to play with the other children. Then you may go outside again." Note that, in the latter instance, the child's choices are time-out or rejoining the group. Playing in the sand is not a choice; that alternative was eliminated in Step #3. The teacher must be consistent.

The child should not be physically restrained during time-out unless absolutely necessary. He should never be left unattended, locked in a room, or in complete darkness. The object of this procedure is not to frighten the child into submission any more than it is to offer him a pleasant alternative situation. The teacher should not unnecessarily speak to or have physical contact with the child during time-out.

As indicated above, the teacher can begin with positive correction and then, if needed, utilize a more restraining technique. Or, if she has had repeated experiences with a particular child and a specific behavior problem, the teacher may begin with a procedure which has been effective in the past. Whatever the situation, the teacher must USE THE LEAST RESTRAINING PROCEDURE necessary to communicate with the child and end the inappropriate behavior(s). For example, an adult should not physically move a child through a procedure if positive correction would be equally effective. The time-out procedure is only used as a last resort. The rationale for employing minimal teacher-control should be obvious: the goal of discipline is to help the child develop self-control; excessive adult-control makes reaching that goal an impossiblity.

Throughout the course of behavior change, the consequences the child meets are a result of his decisions. Discipline is indeed a positive, systematic tool for helping the child develop and exercise self-control.

Teacher Judgment

The discipline procedures just discussed have proven effective--but not by every teacher who employed them. Successful behavior management requires that the teacher be sensitive and exercise sound judgment.

While consistency and flexibility may seem contradictory, they are both vital to a positive behavior management approach; they are requisites to fair treatment for all program participants. A teacher can only meet all her students' needs for fairness through uniform application of rules and procedures. If one child may not push other children on the stairs because it may cause injury, no child may push other children . . . . Consistency is also necessary for a child to master rules and procedures. If he is disciplined for shoving children in the morning (when his teachers are freshest and most observant) but not in the afternoon, he may logically assume--and learn--that it is permissible to shove children in the afternoon. Further, it is unfair to permit a child to behave inappropriately on Monday and then discipline him for exhibiting the same behavior on Tuesday.

The need for flexibility has already been discussed but it cannot be overemphasized. The child's needs and abilities, the immediate situation, the child's intentions (if discernable) should all be considered. Obviously a child would not be disciplined if, while falling down the stairs, he accidentally shoved another child. Similarly, it would be unfair to blame an ill child for disrupting an activity. The teacher's expectations for a child must be realistic.

Obviously, the teacher's role is a subjective one. She must learn to adapt rules, procedures, and plans to fit the needs of her students and her personality. Unfortunately, there is no guide to help her develop the necessary sensitivity and judgment. There will be occasions where the teacher feels unsure of what to do. After acting she may think that she should have handled the situation differently. The teacher must understand that errors in judgment are excusable and sometimes inevitable. Her only measures for determining success are her own feelings and observations. Is she doing the best she can? If so, no more can be expected. If not, she should alter her actions so that they agree with her expectations.

SUMMARY

The teacher establishes a classroom environment that facilitates the child's initial adjustment and promotes appropriate behavior. She continually anticipates, reinforces, and, when necessary, prevents behavior. When behavior change is required, the teacher uses the least restraining procedure(s) necessary. Her attempts to change behavior are not attempts to create a stereotyped child who acts mechanically. However, she does want him to learn what he can, behave in a socially acceptable manner, and feel good about himself.

BEHAVIOR MANAGEMENT: A BIBLIOGRAPHY
FOR TEACHERS AND PARENTS

Prepared by Kerry Crist

All the books suggested here are informative and well written. However some of them are more useful than others for people utilizing the PEECH approach to behavior management. Therefore, the books have been prioritized, beginning with the most highly recommended.

Carter, Ron. Help! These Kids are Driving Me Crazy. Champaign, Illinois: Research Press, 1972.

Although this book is directed toward teachers it is also an excellent book for parents. It is entertaining and can be read quickly. Techniques for maintaining classroom control are presented quite clearly. These principles for controlling child behavior are applicable to diverse situations and can be readily learned by parents simply by reading this enjoyable how-to book.

Becker, Wesley. Parents are Teachers: A Child Management Program. Champaign, Illinois: Research Press, 1971.

This book has been developed to explain to parents the basic laws of behavior and how parents can employ these principles to help their children. It explains lucidly how parents can alter undesirable behavior positively, replacing yelling, shouting, and other modes of discipline both parents and children find unpleasant and unproductive. This book is especially good for parent groups. (A group leader guide is available from the publisher.) This pleasant, easy-to-read book is of value to every parent interested in creating better parent/child relationships.

LaBenne, Wallace. The Cure is the Cause: A Humane Approach to Child Discipline. Michigan: Ann Arbor Publishers, 1971.

This short book offers a humane and positive approach to handling overt misbehavior. For several years the author kept a log of behavioral concerns most expressed by parents. He presents these concerns here: profanity, and difficulties centering around toileting, eating, and sleeping habits. The operating principle of this book is that behavior is a result of observable causes and that parents can determine the appropriate intervention techniques by observing their child's behavior. The author offers both methods for prevention and intervention.

Madsen, Clifford and Charles. Parents Children Discipline: A Positive Approach. Boston: Allyn and Bacon, Inc., 1972.

This book stresses the individual child. It is based on actual data collected by behavioral psychologists. It is written to help parents reap the benefits of such research. It contains three parts:

Part One deals with major child-rearing concerns
Part Two contains specific examples of parent/child research
Part Three supplies lists for developing positive parental approaches.

The idea of children being unique is expounded, thus requiring parents to adapt general behavioral techniques to fit the child and the situation.

Neisser, Edith. Primer for Parents of Preschoolers. New York: Parent's Magazine Press, 1972.

This book presents a panorama of the years from three to five. It covers the preschooler's nature, needs, and relationships, and is arranged so that the reader may quickly turn to a particular topic of concern. It has an extensive index which offers references for sundry subjects. One of the most enlightening chapters concerns preparing a child for school. This book is easy and fun to read.

Smith, Leona. Guiding the Character Development of the Preschool Child. New York: Association Press, 1968.

As the title indicates, this book was designed for use by parents of preschool children. It stresses parent participation in all facets of the child's education--schooling and socialization. The author offers numerous explicit suggestions for parents attempting to create a pleasant environment to facilitate learning. At the end of each instructive chapter the author offers a "learning goal" which parents can individualize and apply to their preschoolers.

Nielson, Gary. Helping Children Behave: A Handbook of Applied Learning Principles. Chicago: Nelson-Hall Co., 1973.

The author refers to this book as an "abbreviated and simplified textbook." Thus, it is more difficult to read than the other books on this list. The author claims he wrote this book as a defense against criticisms of behavior modification techniques; criticism he feels results from a lack of understanding concerning the general laws of behavior. His defense is well presented and potentially valuable to parents. Six enlightening case studies involving handicapped children are discussed and intervention programs are delineated. Basic learning principles are described, behavior consequences examined, and the application of learning models is discussed in the helpful guide.

Also suggested:

Gordon, Thomas. P.E.T.: Parent Effectiveness Training. New York: P. H. Wyden, 1968.

Gordon, Thomas. T.E.T.: Teacher Effectiveness Training. New York: P. H. Wyden, 1974.

Patterson, G. R. and E. Guillion. Living With Children. Champaign, Illinois: Research Press, 1968, 1971.